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**Intermountain Community Learning
and Information Services**

**The Delivery of Continuing
Educational/Training Programs and
Informational Resources to Rural Americans**

A Proposal to the W. K. Kellogg Foundation
Battle Creek, Michigan

Submitted by
Western Rural Development Center
Corvallis, Oregon

and

Colorado State University

Montana State University

Utah State University

University of Wyoming

and

The State Libraries

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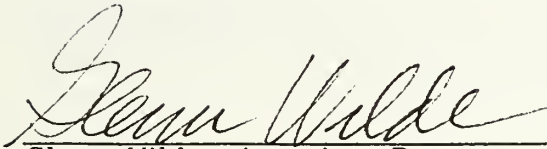


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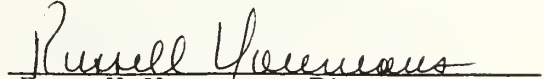
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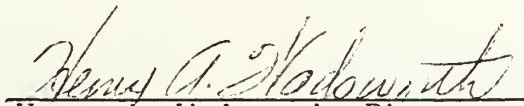
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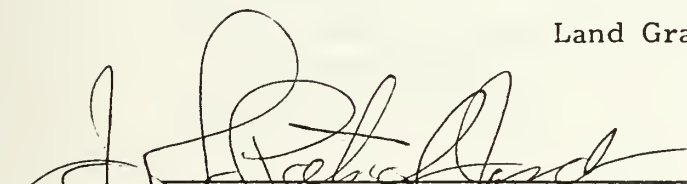


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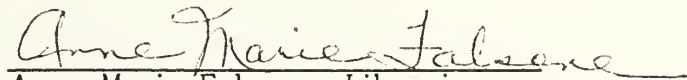
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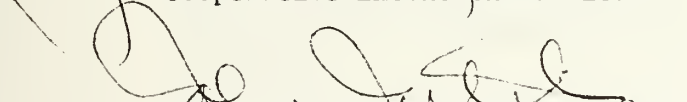
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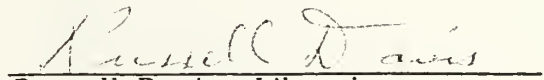
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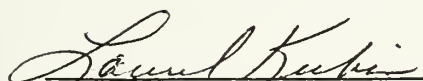
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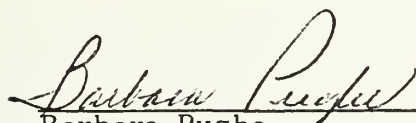
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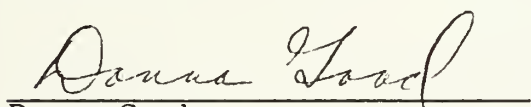
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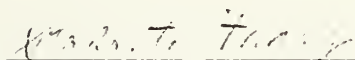


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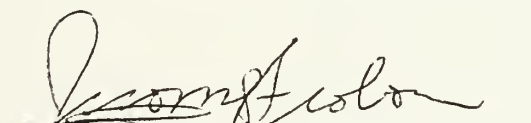
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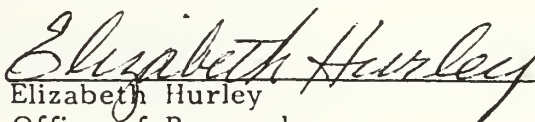


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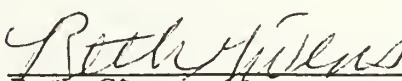
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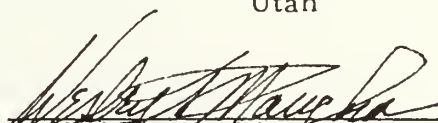


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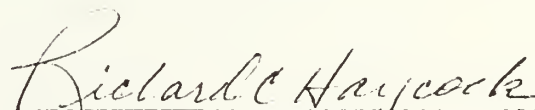


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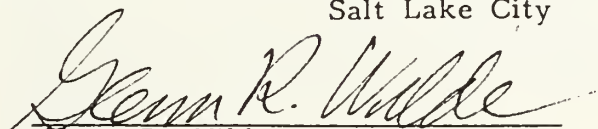
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PROJECT SUMMARY SHEET

Project Title: Intermountain Community Learning and Information Services:
The Delivery of Continuing Educational/Training Programs,
and Informational Resources to Rural Americans

Project Administration: Western Rural Development Center
Oregon State University
Corvallis, Oregon 97331

Participating Organizations: Colorado State University
Montana State University
Utah State University
University of Wyoming
State Libraries of Colorado, Montana,
Utah and Wyoming

and

Participating Communities and Public Libraries:

Colorado: Craig and Meeker
Montana: Libby and Hamilton
Utah: Price and Vernal
Wyoming: Douglas and Rawlins

Supportive Organizations: National Commission on Libraries and
Informational Science (NCLIS)
National Agricultural Library of USDA
National Extension Services in each
participating state
Public Service Satellite Corporation
County and City Governments

Project Mission: To improve the delivery of educational and informational
services to rural Americans through the effective and
efficient application of telecommunications and
information technologies which link the rural learner or
information-seeker to the national, regional and state
resources. The method will cooperatively strengthen the
rural library as a "Community Learning and Information
Center," to serve a broad rural constituency. We will
enhance existing resources and provide new resources to
assist the rural learner or information-seeker in four
Intermountain states--Colorado, Montana, Utah and
Wyoming.

Specific Objectives:

1. To improve the delivery of educational and informational resources to rural communities;
2. To develop and/or acquire learning and informational resources to serve identified rural needs;
3. To strengthen linkages among public and private organizations to support rural development; and
4. To encourage increased private sector activity as a complement to public sector services.

Methods for Implementation (Briefly Stated):

1. Continuous assessment of rural needs;
2. Utilization of computer-assisted information transfer, as a complement to Inter-library Loan;
3. Use of educational technologies, such as teleconferencing, videotape and videodisc;
4. Improve the multi-state networking for resource sharing;
5. Establish a multi-use telecommunications site in the community library; and,
6. Training of community personnel in servicing local needs.

Educational Programming: Developed and/or acquired educational resources and software among the participating universities and the Western Rural Development Center; the development of local, state and regional resources to serve identified needs; and the use of additional public and private educational programs and services.

Timetable: July 1983 through June 1989

Funding: The regional project team will develop local and state funding resources and will seek additional funds from national sources to develop programming and services. We seek significant seed-funding to initiate and demonstrate the pilot projects.

Funding Requested for Six Years: \$5,503,400

RURAL COMMUNITY LEARNING & INFORMATION SERVICES

Preface-----	i.
Project Mission Statement-----	ii.
Brief Project Summary-----	iii.
Needs-----	iv.
Objectives and Implementation Methods-----	iv.
Participating Organizations/Project Administration-----	vi.
Evaluation-----	vii.
Future Considerations-----	vii.
I. The Problems-----	1
Identified Regional Problems-----	3
The Changing Sociology of the Rural Intermountain Community----	5
II. The Project-----	7
Project Mission-----	7
Project Objectives-----	9
Methods-----	10
Community-Based Information Delivery-----	10
Computer-Assisted Information Retrieval-----	10
Inter-Library Loan-----	10
State Library Referral/Support Service-----	11
Vendor Support Services-----	11
Career Referral & Guidance-----	11
Electronic Mail/Telefacsimile-----	12
Community-Based Educational Delivery-----	12
Services for Rural Learners-----	12
Services for Self-Initiated Learning-----	13
Non-Credit Learning Activities-----	13
College Credit & Certification Courses & Programs----	13
Referral of Prior Learning Documentation-----	14
Responsive to Community Educational Needs-----	14
Community-Initiated Programs-----	14
State Services-----	15
Multi-State Services (Regional)-----	15
Technologies for Rural Learning Programs-----	16
Video Instruction-----	16
Teleconferencing/Educational Consulting-----	17
Electronic Blackboard-----	17
Computer-Assisted Learning-----	17
Videodisc-----	17
Satellite/CATV Systems-----	18
Distribution of Learning Resources-----	18
Utilization of Developed/Acquired Learning	
Resources-----	19
Development of New Educational Resources-----	19
Instructional Programs from Private/Public Vendors--	19
Other Profit/Not-for-Profit Educational Organizations----	19
Learning Resources Distribution-----	19
The Community Specialist-----	20
Training Programs for Community Personnel-----	21

III.	Survival Strategies: Innovations for Adoption-----	22
IV.	Community, State, and Regional Organizations to Achieve Project	
	Goals-----	25
	Community Coordinating Committees-----	25
	State Resource Councils-----	26
	Regional Advisory/Governing Board-----	26
	Project Administration-----	27
	Regional Project Manager-----	28
V.	Projecting Impacts-----	29
	Regional Impacts-----	31
	Learning Innovations in Higher Education-----	32
	Innovations in Information Services-----	32
	Impacts on the Rural Community-----	32
VI.	Evaluation-----	33
	Evaluation Philosophy-----	34
	Data Generation-----	34
	Key Informant Methodology-----	35
	Cost Evaluation-----	37
	Evaluation Team-----	37
	Expected Outcomes-----	40
	Milestone Schedule-----	
	Budget-----	
APPENDIX I -- Multi-state Assessment		
APPENDIX II -- State Implementation Plans		
	A. Colorado	
	B. Montana	
	C. Utah	
	D. Wyoming	
APPENDIX III -- Private Sector		
APPENDIX IV -- Public Sector		

RURAL COMMUNITY LEARNING AND INFORMATION SERVICES

Preface

Meeker, Colorado, selected as one of eight targeted rural communities for implementation of a Community Learning and Information Center, is a small community on the western slope of the Rockies. Its current population is about 2,700 residents, but the town serves a broader population of over 5,000 residents of Rio Blanco County.

The educational opportunities for residents are limited. The rural learner in Meeker often faces difficult problems in getting timely and relevant information for problem-solving or self-directed learning. The Meeker learner faces even greater problems in enrolling in advanced educational or training programs, though some needs are served by Cooperative Extension, community schools, and the community college in Rangely, about sixty miles away.

Major resource centers such as Denver and Fort Collins lie across the Rockies--nearly 250 miles to the east and nearly five hours by car. Salt Lake City, another resource center, is even farther away, though many residents travel to the universities or specialized libraries along the Wasatch Front. To travel to Denver or Salt Lake City in nine-passenger airplanes costs Meeker residents more than Denver or Salt Lake residents pay for jet service to Chicago or San Francisco.

This example of one Intermountain community underscores the typical factors of distance and time, relative isolation, and limited educational or training opportunities. The rural learner is often handicapped by these

factors and by the personal factors of employment, family obligations, and limited financial resources which often preclude the achievement of educational goals.

Yet, the rural American faces the same complex problems as does the urban American--the small businessman in the rural community needs management and production skills to survive increased competition; the teacher needs to confront new ideas and assimilate new technologies to assist the student to prepare for life skills, understandings and abilities; rural doctors, nurses and other health professionals need continuous information and training to maintain their skills; the small farmer or rancher needs additional management/marketing skills to survive as an independent and productive entity in society; and the elected leaders need information about planning to cope with the problems of growth, resource management, and human services delivery.

Project Mission Statement

The central mission provides for the delivery of educational and informational services to rural Americans through effective and efficient application of telecommunications and information technologies which link the rural learner or information seeker to local, state and national resources. The methods will cooperatively strengthen the rural public library as a "Community Learning and Information Center" to serve the needs of the rural learner or information seeker, representing a broad cross-section of professional, governmental, and economic constituents in our rural communities.

We will enhance and provide new informational resources not currently available to rural residents and improve and expand the educational and

training opportunities for residents in four Intermountain states--Colorado, Montana, Utah and Wyoming.

Brief Project Summary

This project is predicated on information and data collected by a project team of university, state library, and state and community leaders over three years in eight selected community sites--two sites in each of the participating states. In selecting these pilot sites, the following criteria were generally applied:

- Analysis of growth patterns and/or projected community growth, based on state or regional studies;
- Availability of a suitable library facility with space for telecommunications equipment and a learning center;
- Support of the local librarian, library board, and local education agencies to actively promote the innovation in the service area of the library;
- Commitment of city and county government leaders to the pilot demonstrations; and,
- The distance of the rural site from major metropolitan resource centers or colleges or universities.

Needs

Our community assessment studies have led to the identification of specific rural needs which this project addresses:

- The lack of a modern information and education delivery system to service contemporary rural needs;
- The lack of critical and cost-effective linkages among public and private educational and informational institutions, state and national resource libraries, and rural communities;
- A lack of technology transfer and public utilization among rural residents;
- A lack of "critical mass" of rural learners to assure that educational programs can be available within a rural community; and,
- A general lack of training in the use of telecommunications and information technologies or in the marketing of these services to rural clientele.

Objectives and Implementation Methods

Four objectives are central to successful project implementation. Each of these objectives is linked closely to methods which will deliver new informational and educational services to rural residents.

OBJECTIVE I: To improve and enhance the delivery of educational and training programs and access to informational resources, based on the continuous assessment of residents' needs.

Method 1: Development of Community Learning and Information Centers (community libraries) by equipping them with telecommunications and information technologies;

Method 2: Development of resource networking among educational institutions and informational vendors;

Method 3: Develop an on-going needs assessment and referral process; and,

Method 4: Establishment of initial and in-service training programs for community personnel and service vendors.

OBJECTIVE II: To develop and/or acquire learning and informational resources and to improve the access to these resources to serve identified rural needs.

Method 1: Development of a multi-state resource directory of program software and hardware;

Method 2: Production and/or acquisition of educational program software by educational institutions to serve community or multi-state needs;

Method 3: Evaluation of software and hardware; and,

Method 4: Development of state and local funding mechanisms

OBJECTIVE III: To develop and strengthen support linkages among public and private organizations concerned with rural development.

Method 1: Establish three-level project support linkages--community, state, and multi-state for resource sharing and service development; .

Method 2: Establish "user-fees" for telecommunications services for public/private utilization of the Learning Center facilities and services, and;

Method 3: Creation of contacts with public and private information and educational vendors of resources for additional rural development activity.

OBJECTIVE IV: To encourage private sector initiatives to provide relevant services which complement and expand public sector services.

Method 1: Development of a means to aggregate rural users in community sites to establish a market for private sector services;

Method 2: Extension of vendor resources to rural communities through utilization of the delivery system and improved marketing capabilities and practices; and,

Method 3: Support for the multi-use of community telecommunications and information technology, compatible with public and private systems.

Participating Organizations/Project Administration

Project administration will be based at the Western Rural Development Center (Corvallis, Oregon) which serves thirteen western states and the territory of Guam. A project manager will be located in the four-state area. Three levels of participation have been designed to facilitate needs

assessment and program development: community committees; state resource councils; and a regional advisory/governance board.

The project unites the strengths of the State Library in each state, the educational services of the four land-grant universities and Cooperative Extension, and the local libraries and community colleges to effectively develop and share resources to serve rural needs. In addition, it extends opportunity for public and private educational agencies to improve services to rural residents.

In addition to these participating organizations, we seek cooperation and supportive services from the National Commission on Libraries and Information Sciences (NCLIS), Public Service Satellite Consortium (PSSC), and American Library Association (ALA). Private vendors of technologies and telecommunications services will be involved throughout design and implementation processes to assure public/private cooperation for effective and efficient service delivery.

Evaluation

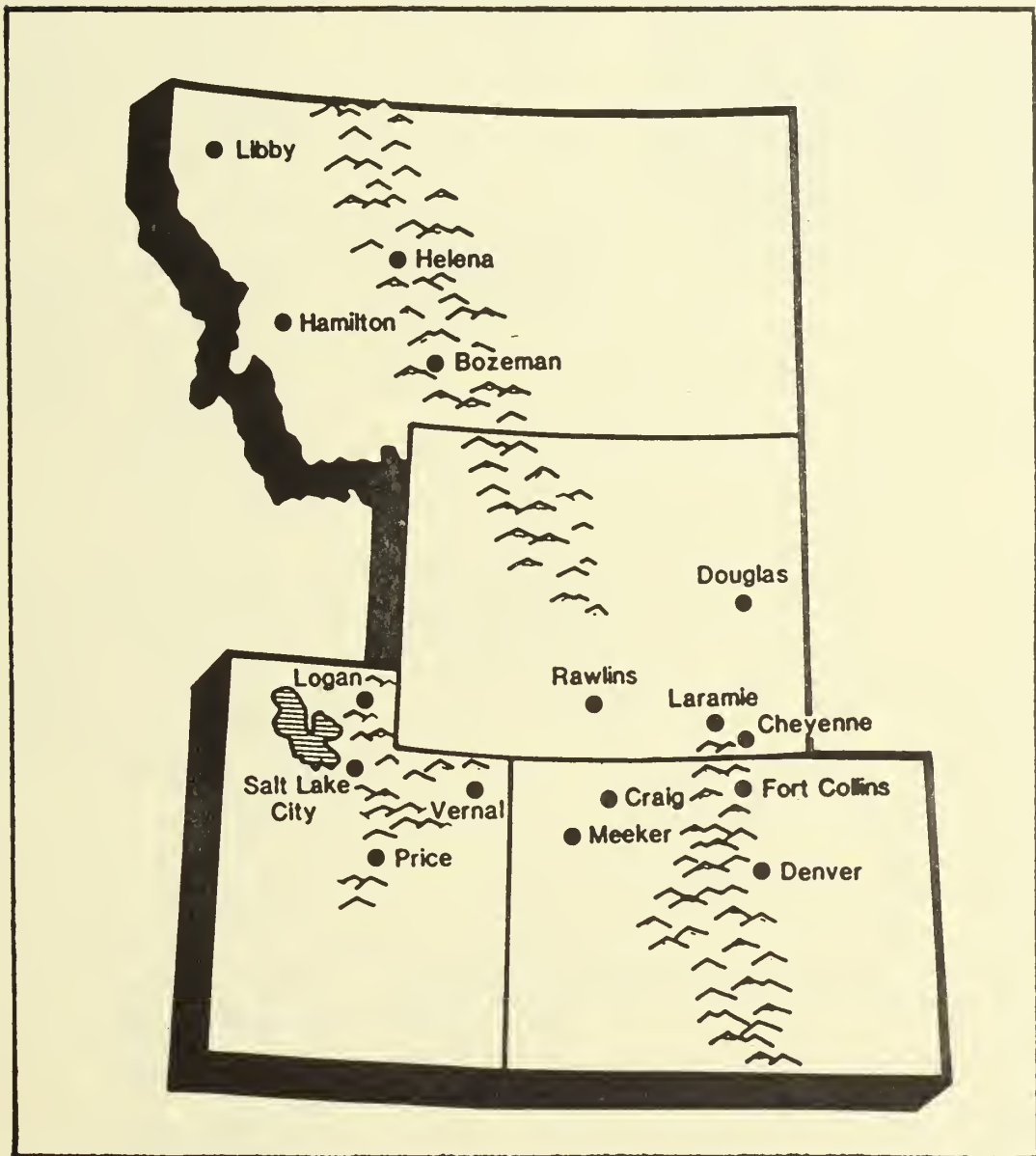
Evaluation will take place at all levels--local community, state, and multi-state (regional). Basically, the evaluation will focus on the particular "impacts" of the educational and informational innovations on rural residents and institutions. The evaluation strategies will consist of impact assessment interviews; usage data generation; product evaluation; attitude assessment of providers/users, among other evaluation techniques. An evaluator will be selected who will supervise evaluation assistants in the collection, analysis and interpretation of the collected data.

Future Considerations

The eight target communities will provide a focus for demonstration of the effectiveness of service delivery in each of the states. Besides "testing" the delivery system, we will publicize the efforts in other communities throughout the states. Specifically, we will encourage the following:

- (1) The assessment of educational and informational needs in other rural communities, utilizing similar processes in assessing rural needs established in this project (beginning the second or third year). In addition, some data will have been generated during the pilot demonstrations to further support the innovations in other rural communities.
- (2) Educational/training programs developed and/or acquired for the pilot demonstration sites will support lower-cost expansion of the project to additional community sites. Economies of scale will result if additional local sites are added, especially those with some existing equipment and interest.
- (3) The community specialist training program will be expanded to include other librarians, Extension agents, public school teachers, among others to increase local capacity to access informational resources or training programs.
- (4) The National Commission on Libraries and Information Science has made rural information dissemination as a priority goal

(August 1982). This commission will assist the Intermountain group in disseminating information to other areas and regions of the United States, providing a model delivery system for other areas and regions.



Map: Selected Community Sites and Educational and Information Resource Centers in Intermountain States

Project Summary Table: Goals, Objectives, Methods and Evaluation

RURAL NEEDS	MISSION STATEMENT	OBJECTIVES	METHODS	EVALUATION METHODS	PROJECT CONTINUANCE
-Access to information -More educational and training programs -Improve linkages for service delivery -Aggregation of learners to increase "economy of scale" -Technology transfer to rural areas and training in use of technologies to serve residents' needs	Delivery of educational and informational services to rural residents through application of telecommunications and information technologies in the rural public library. The project will (1) provide new informational resources and (2) improve educational and training opportunities for rural residents	I. To improve the delivery of educational programs and to increase access to needed informational resources	IA. Develop the rural library as delivery site. IB. Install telecommunications and information equipment IC. Conduct on-going assessments of needs ID. Train community personnel	Usage data Cost/records/value Impact assessment ("Key informant" interviews)	Public/private network support Program fund development User fees Multi-state resource development External program supports for program development
		II. To develop and/or acquire learning/training resources for multi-state networking.	IIA. Establish resource directory (hardware and software) IIB. Evaluate software/hardware needs and uses IIC. Produce/acquire learning/information software IID. Develop local and state funding mechanisms	Usage data Impact assessments Product evaluation Funding review	
		III. To establish support linkages among public and private organizations concerned with rural development.	IIIA. Establish three levels of response: local, state, multi-state (Administration/linkages) IIIB. Link rural community to local, state and national resources. IIIC. Establish "user-fee" IIID. Provide public/private vendor contacts	Cost/records/values Interviews at project levels Provider/user satisfaction	
		IV. To encourage private sector initiatives to serve rural needs as a complement to public sector services.	IVA. Aggregate rural users to develop market strategies. IVB. Increase awareness and use of vendor resources. IVC. Establish multi-use telecommunication and information technologies, compatible and serviceable for public and private systems.		

I
THE PROBLEMS
THE TRANSFORMATION OF RURAL COMMUNITIES
IN THE INTERMOUNTAIN STATES

Rural Americans in every region of the United states share common problems and disadvantages, but in the states of the Intermountain West, the problems are exacerbated by distances of the rural community from the metropolitan or university resource centers and by the physical isolation of the rural community and its surrounding ranches or farms. Intermountain resource centers, such as Denver, Billings and Salt Lake City have well developed transportation and communications systems. Rural communities, on the other hand, are often isolated by mountains, distances across the high plains, and/or by winter storms which make travel hazardous, or often impossible. This physical isolation is intensified by the lack of effective communications to the resources and expertise available in universities and metropolitan areas which would enable rural residents to advance economically, and to share the informational, educational and cultural resources of the urban centers--problems associated with rural development.

Prior to the 1970's, rural areas through this Intermountain region experienced an exodus of residents who moved for better employment and education/training opportunities. Unable to generate a strong local tax base to support necessary services for education, for community health, and for business and economic expansion, elected officials often were forced to reduce services; public schools eliminated enrichment areas of the curriculum; scarce medical service personnel often began serving

several communities on rotating schedules; some medical and health centers, including hospitals, closed, and those remaining open often operate without the services and expertise requisite for modern medical care.

Rural school administrators have often found it difficult to attract and keep teachers who frequently must teach subjects for which they have little or no training, and who could get better salaries, after a few years of service, in the metropolitan school districts. Medical doctors were heavily recruited, but with specialized training, few were attracted to family medical practices, especially in rural communities. Businesses and industries, often interested in expanding into rural communities, were discouraged after discovering inadequate transportation systems, unskilled local labor, and an apparent lack of opportunities for post-secondary education and other services for the families of the employees. These quality-of-life factors have caused retrograde development in rural areas and have perpetuated an inequitable concentration of resources in the metropolitan areas. Rural communities became increasingly dependent on external expertise to deal with community problems.

However, in the mid-1970's, many rural intermountain communities experienced population growth, often related to energy exploration and development, which posed new problems for state and community governments. Community services adequate for smaller and stable populations were inadequate for growing or changing populations. Rural leaders had to address the immediate and critical concerns of road and electrical systems, housing, hospitals and public schools, sewage and water systems and human services.

Although energy development is one of the factors of change in our rural communities, it simply reinforces the needs that rural communities

already have: educational and training programs for residents; strengthened informational resources for problem-solving and cultural development; and a linking of the human expertise and problem-solving resources more effectively to the rural community to respond to needs.

Identified Regional Problems

Among the commonly-shared problems in the Intermountain rural communities is the pronounced lack of information, education and training, and cultural resources available to residents to pursue individual learning goals or to seek information relevant to individual or community problem-solving.

On the basis of a three-year rural community assessment study^{*} and a regional meeting (February 1982) of community residents, university and community residents, university and Extension faculty, and community development specialists from the state libraries, we have identified specific problems related to the lack of educational and informational resources available to rural communities:

°Lack of modern delivery system to service contemporary rural needs.

Most rural communities have limited educational and information resources, but the average number of books, journals and other informational resources is under 10,000 volumes. Many of these existing resources are outdated; few journal titles are available, especially in technical or professional areas of interest. To get information for problem-solving or skills development is often

^{*} Under an assessment study supported by the Western Rural Development Center (WRDC), we have identified problems, residents' needs for information and education, and communication technologies which can serve these needs. See Appendix I for discussion of research results.

expensive and requires travel and time. Residents face the problem of identifying not only what problem-solving resources are available but where those resources can be obtained beyond their community.

°Lack of critical and cost-effective linkages among public and private educational and informational institutions, state libraries, and local communities. Rural informational and educational services often lack coordination and cooperation. Strengthened linkages among local libraries, schools and community colleges, state libraries, and universities will complement and expand educational and training programs designed to provide opportunities for rural residents.

°Lack of a "critical-mass" of rural learners to assure that educational programs can be made available within a rural community. National and regional studies indicate that there is need for advanced training and educational programs for rural learners, especially rural professionals.* Because of the sparse and scattered populations, it is difficult to engage the number of learners necessary to support educational or training programs unless the learners can be aggregated in sufficient numbers. Furthermore, the lack of local information resources to complement instruction seriously hinders educational efforts and long-term effectiveness.

°Lack of effective technology transfer and utilization in rural areas. Two problems have emerged: (1) only in recent years has the lower-cost technology become available which could serve rural areas, but few are trained to operate these technologies; (2) rural

* Cf., Ohio State University National Center for Vocational Education study, "Providing Quality Education in Rural Areas," CENTERGRAM (April 1981).

residents are not yet aware of the potential of these new technologies and have not widely adopted them for information or management.*

°Lack of training in the effective use and marketing of telecommunications among community information resources. The rural librarian often lacks training in information-retrieval to allow him/her to locate information vital to appropriate community or individual decision-making. Moreover, most rural librarians need additional marketing skills to identify and better serve the needs of community clientele.

The Changing Sociology of the Rural Intermountain Community

Recent in-migrants to the rural Intermountain communities have brought with them different needs and expectations about rural services necessary for modern life. A recent population study indicates that "the population descending on small towns is, in many cases, a relatively affluent and well-educated group of urbanites that... is accustomed to the style and convenience of the cities." These new migrants are changing the demographic nature of the Intermountain rural communities, and are making demands for increased access to information and educational opportunities for their families. In addition, many lifetime residents have become increasingly aware of their needs for additional training and access

* Cf., John Leslie King, "Local Government Use of Information Technology: The Next Decade," Public Administration Review (Jan/Feb 1982), 42:1.

to current information which will benefit their employment, business opportunities, and professional pursuits.*

Although major studies show that our nation is undergoing a transition from an industrial-intensive to an information-intensive society, the information/educational linkages have not yet reached the rural countryside. Throughout the United States, rural residents find themselves educationally disenfranchised and information poor: their opportunities for jobs, for improved economic status, for life-enriching experiences, and for adequate counseling and guidance concerning careers and employment are limited, if available at all. Rural residents who, because of employment, family responsibilities, personal obligations or who live great distances from the metropolitan centers, are excluded from many of the educational opportunities necessary for economic survival or personal development.

The purpose of rural development projects is to stimulate the local initiative necessary to develop local resources and services. This proposed project is supportive of that goal: its aim is to develop local, state and regional resources to remove obstacles to human fulfillment and to provide access to those cultural and economic opportunities we all cherish. It embraces the concept that purposeful development of public institutions can promote not only self-discovery for the individual learner but also generate municipal and economic innovation at the grassroots levels.

In the Intermountain states, we must cooperatively and aggressively address the challenges of rural development: within this cooperative

* Cf., "Rural Renaissance in America," Population Bulletin (October 1976), 31:3.

context, efforts must be directed toward providing effective community resources to serve the current and future needs of rural residents.

II

THE PROJECT:

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

The public library has played a central role in our society as a storehouse of knowledge and information which can serve human and societal needs. The local library, for example, is the primary source of learning materials for self-directed learners pursuing non-traditional education.

Although the rural library maintains a positive image among residents, its facilities and information/educational services need to be updated. As a community institution, it has a great potential to serve broader individual learning needs, to provide information to solve community and economic problems, and to assist and complement the development of local private enterprise.

PROJECT MISSION

The project mission is to improve and enhance the delivery of informational and educational services to rural residents in Intermountain states by developing the rural public libraries as Community Learning and Information Centers--a unique innovation in rural development to share cost-effective utilization of telecommunications and information services shared among public and private agencies and individuals.

The rural library has several positive factors that make it a desirable community institution for this constructive development and innovation; it has:

- an existing, tax supported structure to serve information and learning needs.
- a facility and services to complement programs for non-traditional learners.
- existing information service ties to the state library and regional information agencies
- a potential to serve broader community clientele, especially through strengthening the informational and educational resources to serve vital needs.
- space available for a learning center classroom facility.

For example, a Community Learning and Information Center will promote formal and informal educational programs for rural residents isolated by distance from resources of the cities or universities. This basic problem can be overcome by providing effective communication linkages between the resource centers and the rural communities.

We seek to implement and demonstrate Community Learning and Information Centers in eight rural locations in four Intermountain states (Colorado, Montana, Utah and Wyoming). Two target sites have been selected and assessed in each of the states. Each site is to be equipped with compatible telecommunications equipment necessary for information transfer and non-traditional instruction. Cooperative development and

resource support for these Centers stems from cooperation among the land-grant universities, the state library and the targeted rural communities. We project an implementation period of six years, which according to national studies, allows communities adequate time to adopt service innovations into the state and community infrastructure and to solidify essential appropriate state and local systems.

Project Objectives

These objectives provide the conceptual framework for cooperative project planning and development.

Objective 1: To improve and enhance the delivery of educational and training programs and access to informational resources, based on the continuous assessment of local and state needs. (Some of the currently identified multi-state needs have been identified in Appendix I.)

Objective 2: To develop and/or acquire learning and informational resources and to improve the access to these resources which serve identified rural needs.

Objective 3: To develop and strengthen support linkages among public and private organizations concerned with rural development.

Objective 4: To encourage private sector initiatives to provide relevant services which complement public sector services.

Public and private sector organizations have similar objectives to serve rural publics, and the development of cooperative services can further these objectives and can provide a strong basis for continuance.

METHODS

To accomplish these objectives, we will equip the rural libraries in the eight target communities with telecommunications technologies and train an information specialist to link the educational and resources outside the community to serve the identified needs and problems of rural clientele. In addition, this specialist will market these services to constituent groups within the service area.

Community Based Information Delivery

The following methods will be employed to deliver broader and more specific information services to rural clients:

Computer-Assisted Information Retrieval: Each Community Center will be equipped with a micro-computer to access information sources from state, federal, and private information sources, such as AgNET, DIALOG or BRS. Currently over 950 publicly accessible databases are available, and include information about agriculture and nutrition, education, medicine, business and economics. The center will also be equipped with a printer for permanent record and floppy disk storage for budgeting, among other functions.

Inter-Library Loan: With the Intermountain project states, existing agreements allow the sharing of informational resources across state lines. This cooperative project will reinforce this agreement. Rural libraries can expedite use of these interlibrary loans by computer-assisted information searches and by improving the delivery of informational resources to the local community user.

State Library Referral/Support Service: Within the State Library of each participating state, a multi-talented resource team will assist and facilitate the information and print resource transfer to the requesting community client. This resource team will also assist in Inter-library Loan Requests within the state and with other states' libraries within the region. This resource team will be equivalent to one-half FTE per state library.

Vendor Support Services: Much of the information generated through computer-assisted searches is currently bibliographic. Persons seeking more detailed information may frequently need to get copies of the documents within a short period of time--too short a time frame for traditional interlibrary loan services to be helpful. Many database vendors support document delivery services which can be accessed through the Bibliographic Center for Research or similar brokers. These vendors will deliver a document to a rural location two or three days following a request. In addition, some private companies, such as the Control Data Corporation's PLATO, have direct problem-solving programs for instruction and/or immediate application.

Career Referral and Guidance: Information about career opportunities, locations of institutions offering training programs, minimal educational levels for certain careers, among other employment-related information needs are not readily available to rural residents, especially adults seeking training or employment advancement. Utilizing resources, such as the System of Interactive Guidance and Information (SIGI), learners of all ages can explore career options and define their educational goals. The project will provide telecommunications support to enable the

community centers to access the nodes of these services which are usually located in major urban centers.

Electronic Mail/Telefacsimile: Through electronic mail at Community Centers, public and private communications will be enhanced, utilizing the technology in these centers. These services are currently available through shared-access Tymnet and/or Dialcom. Higher speed telefacsimile copiers are also available for electronic transfer of print information.

Community-Based Educational Delivery

Our regional assessment studies show that rural residents not only desire further educational opportunities but that over 60% of those responding have participated in some organized educational program over the past year. One of the problems most rural residents face is that to participate in many educational programs requires community learners to travel to the cities or universities; this becomes a deterrent to an individual's long-term educational pursuits and educational goal setting. (See Appendix I)

Services For Rural Learners

Nationally, the library currently supports many informal, self-directed learning experiences of adults and non-traditional students. By strengthening linkages between rural libraries and universities and resource libraries, rural learners will increase their access to resources and will enhance their opportunities for self-directed learning goals or for formal educational courses or programs. The Community Learning and Information Specialists, in cooperation with other local and state resource personnel, will facilitate local educational assessment and provide resource

support for the individual learner or group of learners. The project, at the local levels, anticipates three general services for the rural learner:

Services for Self-Initiated Learning: We generally perceive these as problems or interests defined by a resident. In most cases, these needs can be satisfied by providing informational resources for independent study and review. Resources external to the rural communities will enhance self-initiated learning opportunities.

Non-Credit Learning Activities: Both public and private educational organizations provide learning programs which meet learner needs. These services are group-oriented, providing a number of learners with new information, skills or abilities related to employment, individual satisfaction, or volunteer service roles. Such programs might include CPR training, family nutrition programs, or leadership techniques for assessing and implementing community projects and programs, among others. Cooperation among local educational and service organizations, especially schools and community colleges, will further educational resources and broaden learner opportunities.

Credit and Certification Courses and Programs: From our community assessments, there are many potential learners who desire to continue their educations to meet or maintain professional certification or to fulfill educational goals. Because of employment, family responsibilities, finances or distance from institutions, many cannot further their goals. The participating universities offer some credit courses currently, and the addition of telecommunications and supportive learning resources will provide stronger resources for academic or re-certification courses.

Referral of Prior Learning Documentation: Each participating university has existing policies and procedures for admission; rural learners will be referred to the University policies and personnel for any evaluation or course advisement.

The community project specialists will play a key role in linking the community learners to educational institutions for evaluation and advisement services. These external services are often associated with each institution's Extension and Continuing Education division; improved learner services will result from the use of telecommunications.

Responsive to Communication Educational Needs

Being responsive to community-identified educational and training needs is a primary objective for the development and delivery of learning programs and resources utilizing modern technologies. Educational program and resource development must occur at each level of the project--community, state, and region.

At all levels, an evaluation process will be established for each program to assure and maintain quality. In addition, it will be the responsibility of the community information/education specialists to communicate program ideas, needs, and evaluations with other community specialists and project leaders to avoid duplication of services and to guarantee multiple-use of developed resources.

Community-Initiated Programs: Funding is to be provided for each of the project communities to initiate local programs to respond to identified local needs, especially where local educational resources and expertise exist. Project funds will be matched with professional or in-kind services to provide stronger local program development; for example, a local

Extension agent may perceive the need to locally produce a videotape on "junk" foods for use with elementary-age children for an Extension-sponsored school nutrition program. Not only would a locally-initiated project actively involve children in a learning program, it would also involve the cooperation of a number of community professionals who can contribute time and expertise for the production; the allocated funds would be used for development costs.

Responsibility for the allocation of project funds at the community level for locally-initiated educational programs lies with the project information/education specialist, the librarian, and the local community coordinating committee. Local not-for-profit educational organizations may initiate proposals to serve an identified community educational need which will be evaluated for merit and the local organization's capacity to carry out an effective program.

State-Initiated Programs: Project funds at the state level will be used for development and transmission of programs not feasibly produced at the community level, yet needed by targeted rural communities, and often statewide or regionwide. Funds will also be used for lease or rental of educational resources for community user benefit. All development of resources will be based upon being responsive to perceived needs at the community level.

Resource development will be contracted to whatever college, university, agency, or private sector vendor the State Resource Council deems appropriate.

Multi-State Programs: Funds for educational program development will be utilized for resources deemed beneficial for the Intermountain states as a whole. Buying satellite time to drop a series of programs on "local

officials' training" into all eight communities would be such an expenditure. Developing "Programs for Women" or contracting with the American Library Association to share in a "Rural Librarian Retraining" effort are other examples of needs covering a broad spectrum.

Non-profit educational organizations, state agencies, colleges, and universities might all be considered as primary subscribers for programs of this magnitude.

The Advisory Board (see pp. 26-27) in conjunction with the community and state committees will be responsible for appropriating project funds for development of resources such as these.

Technologies for Rural Learning Programs

Although desirable to interact directly with learners, the transfer of knowledge and skill can often be effectively accomplished through the use of available telecommunications. Many educational programs are being designed successfully for self-paced, individualized learning modes, allowing the educator to become a mentor/consultant for the non-traditional learner. The following are learning technologies to be employed in these Community Centers to improve and promote educational opportunities:

Video Instruction: Each Center will be equipped with a video projection system and a videotape player, to be used by a group of learners or an individual learner. Many software learning resources are already available within the region, such as video courses on parenting and working with the handicapped. These could be made available immediately to rural learning Centers. Print materials and other learning resources will complement video instruction.

Teleconferencing/Educational Consulting: Utilizing teleconferencing equipment, each center will link rural learners to educators for instruction and learning consultation. Through telephone bridging systems, an educator can instruct an aggregate group of community learners at the same time. The feasibility of this mode of instruction has been demonstrated by the universities of Wisconsin and Minnesota.

Electronic Blackboard: As a complement to teleconferencing, the electronic blackboard and/or similar technologies will provide for interactive written communications via telephone networks. This system of instruction has proven to be very effective in teaching in Illinois, and will enhance other media or teleconference modes of instruction. Electronic document delivery using a Xerox is also anticipated.

Computer-Assisted Learning: There are many individualized learning programs and resources for micro-computer application in the Community Centers. Much software is available from private sector vendors, including small business management programs, farm management, among others. Interactive learning programs are also being developed by colleges and universities for on and off-campus students. (See Resource Appendix II)

Videodisc: Although a broad range of software is not currently available, the laserdisc technology offers not only tremendous storage capacity, but is interactive with computer-assisted learning programs. Recent discs include a videocourse in nutrition, teaching verbal skills

to exceptional and handicapped children, and cultural programs. Recent processes have improved the technical capacities and performance of this disc technology.

Satellite/CATV Systems: CATV systems are available in all target communities. These Community Learning and Information Centers will be linked to the CATV system; we anticipate that these Centers will distribute local programming and community information services using the public access channel of the cable/home system. We anticipate cooperation with the American Library Association, Public Service Satellite Consortium, and other professionally-directed groups to provide some applicable programming which serves national as well as regional and local needs.

Placing these technologies in the Community Centers will provide not only distance learning opportunities for rural residents, but also local access to resources needed by professionals, business groups, and local government leaders who wish to consult with state and federal government agencies or contracted private consultants. Such systems and technologies will strengthen the community's problem-solving capacities.

Distribution of Learning Resources

Colleges and universities, especially land grant institutions, have a major mission to serve the educational needs of residents. All the participating universities have active continuing education programs and instructional development divisions to provide leadership for learning resources development. We anticipate instructional resources will be available from among the following:

Utilization of Developed or Acquired Learning Resources:

Instructional programs have already been developed and/or acquired in formats applicable to immediate rural use. These resources will be shared among the participating universities for use or adaptation which will reduce costly duplications. Some resources, such as "Parent/Child Training Programs for Exceptional Children," are already designed for multi-state distribution.

Development of New Educational Resources: The participating universities have both faculty and instructional development divisions interested in and capable of learning resource development. Development of these new learning resources will be based on two factors: (1) assessed regional needs for which multi-institutional resources can be developed, and (2) assessed state or local needs which can be served best by the state and local educational institutions.

Instructional Programs from Private/Public Vendors: Many excellent instructional programs are available for lease from public or private vendors, including the Television Licensing Center operated by Films Incorporated, the Maryland Center for Public Broadcasting and the USDA, among others. Institutional adaptation of these materials can be easily and effectively accomplished at less cost than the production of programs with similar content.

Other Profit/Not-for-Profit Educational Organizations: Many private organizations have resources to serve some additional needs,

especially in non-credit, short-term educational programs. Depending on the local community, these complement the educational services and opportunities which this project will make available to residents. This supplemental use by private educational organizations will generate additional local funds to support long-term support for the local facilities and technologies.

Distribution of Educational/Training Resources

Each of the participating universities and state libraries have audio-visual centers where the learning resources and materials will be housed and distributed to rural locations and to other states. The directory of resources of university and state library holdings will permit the Community Specialist to directly access learning resources at any of the resource sites.

Each audio-visual center has established methods to house, schedule and distribute learning resources; these existing institutional mechanisms provide a means for long-term resource distribution at modest costs.

The Community Specialist

Role

In each of the demonstration sites, we will place a trained specialist to assist the local librarian. This specialist, preferably a person currently residing in the target community who has an understanding of local community groups and their needs, will be central to the assessment and marketing of the informational services and educational resources to learners, specialized interest groups, professional clients, local educators, and community leaders. The specialist will also match the external support

resources with identified community needs, and will conduct continuous review of community needs of users or potential users. This role is critical both to the processes of development and to the future community adoption of the program.

Training Programs for Community Personnel

Two forms of training in marketing skills and community analysis will be used: (1) an intensive training workshop for the community librarian and the project specialist prior to the implementation of the project, and (2) in-service training programs utilizing the telecommunications systems available in the community Centers. The training programs will comprise the following:

(A) Training in the use of databases and the technology to be placed in the Community Center: this will include "hands-on" searches; interpretation of bibliographic retrieval, and other training necessary for appropriate use of the technology available.

(B) Marketing skills and techniques, including needs assessment; problem-identification skills; development of community communications and public relations; methods to conduct effective programming for communities; skills to organize volunteers among community organizations; and effective evaluation skills.

The community specialist must work closely with other community-based educational organizations to improve educational services. These include the Cooperative Extension Services, the public schools, community colleges and professional and social organizations. The specialist and the librarian will enhance the informational and educational

opportunities to promote stronger linkage within existing community structures and organizations and to develop strong base of local support necessary for further development and innovation.

III

SURVIVAL STRATEGIES:

INNOVATIONS FOR ADOPTION

The longevity of any innovation is determined by its ability to respond to and serve client needs; this is especially true of public service innovations. At a regional planning meeting, representatives addressed the issue of how to effectively develop a model for survival after funding ends. Through an underlying concern of all participants, there was agreement that survival is not only possible but probable--especially if effective marketing techniques are employed to build a base of local users. It was further agreed that survival is dependent on developing cooperative partnerships which "ensure local participation in planning, development, implementation and evaluation processes." Successful innovations must build upon and strengthen systems and services currently available in the communities which meet local needs. For this reason, a planned and coordinated community effort is vital.*

Specific and constructive responses to further assure continuation are:

* In February 1982, WRDC supported forty selected representatives from the eight communities to specifically address planning and development issues. Recommendations are contained in this proposal.

(1) User Fees for Services: Although services may be subsidized at the Center, users, who require specialized information not available from existing, local resources seem to be willing to pay reasonable fees for services that fulfill their needs. These fees may include database searching costs, interlibrary loan and direct document delivery. These services would be available not only to the independent learner, but to governmental, professional, labor organizations, small businesses and agricultural organizations, most of which have some funding sources to support training programs or information searches.

(2) Building Local Finance Base Support: This can be accomplished in two ways: (a) the development of a strong Friends-of-the-Center group to build local support among the businesses, industries, and local residents who will be encouraged to contribute to a Center development fund, and (b) the building of a support base among elected officials, who after review and evaluation of new services, may consider additional tax support for Center operations, especially if the services are perceived to be valuable and necessary to community residents, governmental operations, and improved professional services.*

(3) Generating Support for Development of Educational Services: Fees and tuition are currently used for instruction as well as the production of new learning materials and educational resources.

* Many libraries receive a mill levy appropriation for current library operations at levels below that allowable under current state statutes. An increase of a half mill levy, where permissible, could generate almost 50% more revenue than is currently appropriated for many library operations. Additional tax support revenues, however, will come about only after demonstration of broad-based community support.

Multi-state use of educational programs and materials will provide a larger market and will generate additional revenues.

(4) Charges for Facility/Telecommunications Use: Local communities can generate additional funding from public and private groups who utilize the telecommunications services and meeting facilities of the Center. This multi-use facility will provide a more cost-effective centralized location for telecommunications services, and deters duplication of costly technology, especially among governmental entities. Uncommitted telecommunications time may also be marketed to private sector use, producing additional revenues.

(5) Building a State Support Base: Although each state has different legislative and political structures, this strategy addresses three means to achieve stronger legislative support: (a) generating additional support for the state-wide referral, coordinating and distributing functions of the state library, especially as it relates to other state agency needs and services; (b) incorporating the requests for increases in higher education budgets earmarked for developing more state-wide continuing education services; and (c) intensifying regional planning efforts to influence federal and state programs related to library construction and development, which would have impact on future library services throughout the United States.

IV

ORGANIZATION TO ACHIEVE PROJECT GOALS AT
COMMUNITY, STATE AND REGIONAL (MULTI-STATE) LEVELS

This project recognizes that the three levels of administration--community, state and regional (multi-state)--must be integrated into a workable and identifiable structure to facilitate operations. At the multi-state planning meetings, an organizational structure was agreed to which will provide cooperative development planning, implementation, and continuous assessment. It is based on the development of three levels of involvement which maintain multi-state thrusts, but emphasizes state and local services.

Services to rural communities, we believe, must begin with local participation and assessment of community or individual needs. This project is, therefore, community-based, and the education or informational services required and identified by residents will be channeled through a state and regional resource network to find and/or develop services to meet those needs.

Community Coordinating Committees

Community coordinating committees, appointed by the local library board, will promote continuing assessment of community needs; recommend local policies and procedures to the board: provide communication to potential client groups; create awareness of services; provide continuous local evaluation; and maintain liaison with the Community Library Board.

The local membership should include broad representation among businesses and industrial groups, schools and local colleges, the Community Library Board, professional organizations and governmental

agencies, civic and social organizations, and Cooperative Extension. The specific representation on these committees will be determined according to constituent support groups in each community. Members from these committees will be active on the State Resource Councils, and the Regional Advisory Board.

The Project Information/Education Specialist, assisting the librarian, in each community will provide leadership and communication among local committee members and will utilize telecommunications to communicate community needs and recommendations to state, institutional, and regional director.

State Resource Councils

Each state will establish a Resource Council comprised of community committee representatives, university faculty and/or administration, state libraries, and service-oriented public agencies and/or or private organizations. This Council serves as a link between the existing educational and informational resources in both the public and private sectors, and will initiate program and/or service development which address identified needs in target communities. These developed resources may be adapted for use in other target communities in the region. This Council will also be an advocate for state and community interests, and will provide leadership for state planning and program and project evaluation.

Regional Advisory/Governing Board

A twelve-member Regional Advisory/Governing Board will be appointed by the Western Rural Development Center. Its membership will be comprised of college/university representatives; representatives from the state libraries; and representatives from participating communities in each of the Intermountain states. This Board and the project director at WRDC

will establish project policies and procedures, will have responsibility for multi-state program decisions, and will provide state and community liaison related to regional planning efforts and directions. It is perceived as a working board through which better decision-making will occur. Through telecommunications, frequent communications among Board members in their home sites will further extend the members' recommendations concerning planning, assessment, and development.

An elected four-member Executive Board and the WRDC director will deal directly with issues and make policy recommendations for more efficient and effective project management. This Executive Board will consist of one representative from each of the participating states and the WRDC project director. The Board will be convened by the director when issues affecting operations demand resolution. The director will also maintain communications with the Executive Committee members. Board members' service will be voluntary, but travel and other costs related to services will be reimbursed.

Project Administration

Project administration will be placed under the Western Rural Development Center (WRDC), headquartered at Oregon State University, Corvallis, Oregon, an existing rural development and applied community research center which provides regional leadership for rural development activities. WRDC is one of four regional centers in the United States which develop programs and rural development thrusts in cooperation with the land grant universities and the agricultural experiment stations. WRDC serves thirteen western states and the territory of Guam. In addition, WRDC also establishes support linkages with the other rural development centers and has access to both informational and education

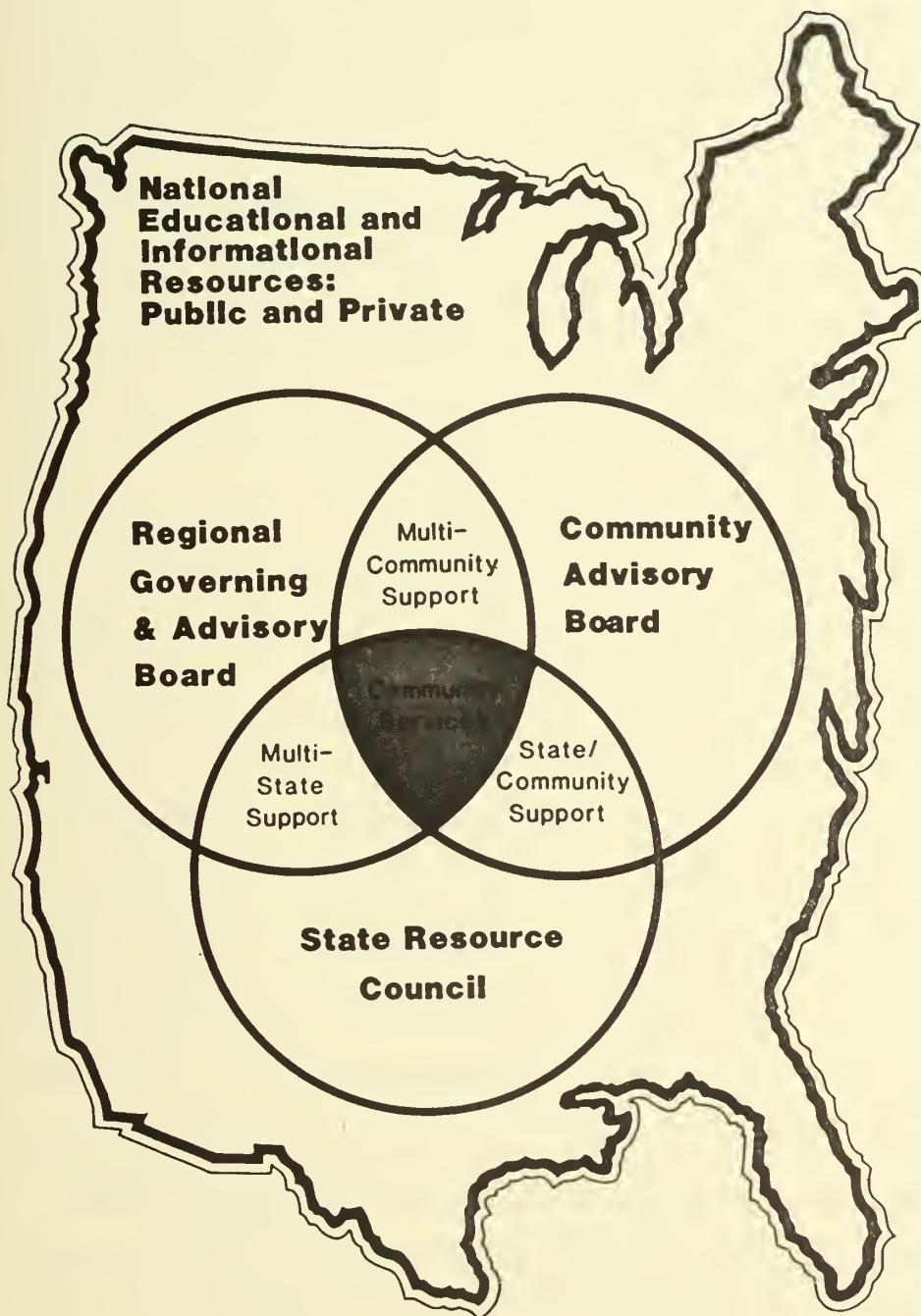
resources from these centers which may have beneficial application to our rural western communities. The Center can also transfer developed informational and educational resources to other states in the WRDC region and can initiate similar delivery systems based on the Intermountain results.

WRDC has capable regional leadership and supporting staff already in place to administer a regional project. In addition, the WRDC administration has demonstrated the capacity to administer regional programs and to garner personnel and program resources to carry-out regional projects. The Center has developed sound fiscal management procedures and accurate and up-to-date project management information. WRDC has DIALCOM electronic mail service which permits interactive project management among the participating universities and community sites. This service will be expanded to the local community sites for this project.

The WRDC represents an ideal interstate administration for coordination of multi-state development efforts, providing the link for specialized assistance for rural development.

Regional Project Manager: Although the fiscal and general administration will be located at WRDC, a regional project manager will be selected by the WRDC director and Regional Advisory Board to manage the day-to-day project operations. The project manager will be located in the four-state project area so that he/she can travel to the community sites, can work effectively with state and university resource personnel and with the private resource and telecommunications vendors. The regional manager will increase understandings of regional, state and local needs and problems, and will be trained in community development and

ORGANIZATIONAL MODEL TO ACHIEVE EFFECTIVE
RESPONSE TO COMMUNITY SERVICE NEEDS



"Responsiveness" is the key to effective innovations in rural educational and informational service delivery. This model develops three linkages: (1) regional or multi-state services; (2) state-community services; and (3) local community services. National resources from the public and private sectors will support the service innovations.

telecommunications skills to provide support and leadership for regional, state and community efforts. He/she will be central to effective communications throughout the resource network.

The goal of this administration/management structure is to make certain broad participation in decision-making throughout the project and to establish cooperation in the development and delivery of resources which meet community's needs. This structure, based on review of other effective community development models, establishes a functional and working partnership to mutually or independently address the problems of a rural region or a rural community.

V

PROJECT IMPACTS

The land grant tradition has always promoted, since its inception, a philosophy rooted in the liberal and practical education for all people. Constructive educational innovations to accommodate distance learning for the rural populace are becoming accepted by faculties of these institutions. For example, Utah's concerns for education has fostered the development of Extension Centers to which professors fly weekly with educational courses and programs and has developed the Rural Arts Consortium; the University of Wyoming has conducted extensive state-wide studies concerning the training needs of the small businessman and conducts courses and programs throughout the state; Colorado State University has been actively engaged in research and community development in the remote western communities of Colorado; and Montana has linked County Extension offices to AgNet and is conducting state-wide telecommunications studies to pull-together an improved state network to

serve not only the university but also other governmental agencies. It is the concern for improved delivery of services among these institutions which makes viable this project of rural development and service. Perhaps the most significant change is the developing philosophy and commitment to lifelong learning in the region.

In the library community there is also change and redirection taking place which are complementary to lifelong learning. There is creativity in the development of information networks within the states and within regional organizations. There is a growing recognition among regional organizations that the sharing of resources enhances the delivery of vital services to constituents. There is also the recognition that some changes in the training and continuing professional education of librarians is necessary--changes that treat the problems of clients, of referring clients to other informational or educational resources, of systematically adapting to new information technologies, and of marketing services to specialized user groups. Much of the recurrent interest among information groups, librarians, and supporters of information services in the states and communities has arisen from the White House Conference on Libraries and Information Services (1979), which reinforced from the community levels upward the values of information and its effect on the individual in society.

These inherent factors, therefore, are positive indications that regional, state and local innovations may be successfully adopted and supported by institutions. The following are deemed to be important impact considerations for development:

Multi-State and Regional Impacts

The project strengthens a multi-state/regional mechanism among education and information institutions for resource sharing, especially resources developed to serve a broader market. And it further enhances opportunity to cooperatively develop programs to serve regional clientele. This innovation will create an efficient and effective operation, yet will retain primary control of and responsibility for on-going services at the state and local levels.

Learning Innovations in Higher Education

It is anticipated that several innovations will take place among the universities and colleges: (1) there will be an increased emphasis on understanding and responding to the identified needs of rural residents, especially in defining patterns of lifelong learners; (2) there will be a change in course development which results from the ability to utilize telecommunications for instruction; (3) there will be increased interdisciplinary development to enhance the range and breadth of program development; (4) there will be growth of individualized learning programs; (5) lifelong learning programs or divisions of continuing education will most likely become stronger entities to support the development of instructional programs among the various departments; and (6) there will be stronger, cooperative linkages with state library agencies, Cooperative Extension and government agencies, colleges and universities, private sector interests, and the local community to promote rural growth and development.

Innovations in information Services

There is already interest among national, state and local agencies to enhance information access and services to residents, especially to rural America. There are some specific impacts which we project as a result of this project: (1) it will create an innovative coordinating role for linkages with higher education, state and federal agencies and private sector vendors for the development of supportive services to serve rural needs; (2) it links information resources available in the community, state and region as a needed complement to the educational resources; (3) it enhances the role of both the state library and the local public Learning and Information Center as a model for other rural libraries; and (4) it will enhance the role of the Community Information Specialist in serving the needs of governments, the professions, and other educational organizations within the state. In general, it will enhance the overall facilitating structures existing or planned within each state, and will potentially modify the training programs for community librarians and information specialists, including marketing, community analysis, community development, and computer capabilities in libraries.

Impacts on the Rural Community

The community residents are deemed to be the beneficiary of extended services, and the greatest impact should be felt among them: (1) the additional informational services coupled with formal and informal educational courses and programs will greatly enhance the opportunities for residents to deal with individual or community problems; (2) it will build a problem-solving capacity for community planning and development by utilizing educational and information resources which are external to the

community; (3) it may lead to improved economic growth, particularly for small businessmen who adopt better management skills and practices; (4) it places emphasis on the local identification and assessment of problems which can be linked to the problem-solving resources of public and private institutions; (5) it builds additional capacity in a local institution which will enable it to adapt to the changing community needs and, in the process, to become a more viable institution; and (6) it affords rural, nontraditional students an opportunity to continue their educations for personal satisfaction or greater employability.

The successful building of linkages among the state, multi-state, and national institutions and the communities is perhaps the paramount impact: this linkage is strengthened by the formal and informational educational resources which will attract new clientele to the services of a Learning and Information Center.

VI

EVALUATION

Throughout project development, there will be continuous evaluation and assessment. The primary responsibility for early evaluation will reside in the project manager and the community specialists, but the three levels of boards, committees, and councils will provide broad-based review of the achievement of project goals. As in any rural development activity, successes of projects have several short-term and long-term means of evaluation, but the ultimate success will be evaluated by how effectively the services are adopted and institutionalized within the communities, institutions, and agencies.

Evaluation Philosophy

Project evaluation will be predicated possibly on the "Naturalistic Paradigm," or similar strategies, emerging evaluation processes well-suited to social and behavioral inquiry, especially in evaluations to determine "worth" or value of community innovations (Guba and Lincoln, 1981). Evaluation based on social and behavioral inquiry is predicated on three factors: (1) the methods provide for evaluation processes "grounded" in "real life" community perceptions of problems, concerns, and benefits; (2) it places specific and consequential emphasis on the "worth" or value of the innovation within the context of community/learner "realities"; and (3) it provides a process to critically observe and assess the complex interactions and relationships which take place within a social/behavioral context.

Naturalistic evaluation focuses on what innovations or interactions occur as a result of the project within the community environment. The naturalistic approach also allows the project manager and director to modify project design and evaluation processes based on community input. The evaluation is predicated on the following design and methodologies:

The regional governing board will issue an RFP to solicit proposals to conduct the project evaluation from public and/or private institutions with an established record of performance. Evaluation will be based on the factors which elicit the kinds of information stated below.

Data Generation: Data concerning the kinds and types of services or programs the community residents have requested or participated in will provide verifiable and quantitative data for community analysis and may yield relationships leading to hypotheses for further evaluation. Data generation will include the following:

1. Increases in the numbers of clients who utilize the existing information resources; the number of requests for interlibrary loan materials, for direct document delivery, or for other kinds of information.
2. The growth of new user/patron groups; the background and occupations of persons seeking information; request for new or additional services.
3. The number of repeat users; continuous formal and informal community needs assessments.
4. Documentation of the educational programs and services--number of enrollees in credit and non-credit programs; evaluation of program offerings by participants; requests for additional learning services.
5. Increased utilization of the telecommunications technologies and learning facilities by community groups and organizations.

These data, among others, provide documentation concerning use of resources which will later be aggregated for review by state and regional committees. The data will provide a basis for presentations and articles to extend awareness of the project's significance to state, regional and national associations and government and university groups, and also provide additional information for program planning.

"Key Informant Methodology": Central to our assessment design is the interview with selected "key informants" in the community. These key informants will be selected from the various constituent-groups found within the local community and will represent a cross-section of interests,

professions, and service orientations. The project evaluators (see below) will select the group of informants in cooperation with the local community council, community librarian, Extension agent; many informants will be defined as community "influentials," who, depending on the nature of an issue or problem, have influence on decision-making.

Trained project evaluators will interview informants at specified intervals throughout the project and will maintain "objective" written records for review and analysis. Interviews, as we now project, will be both structured (specific requests for comment elicited from region-wide informant sample) and unstructured (open-ended which often provide unanticipated results and evaluation insights). Some informants will also be selected from among university faculty and administrators, state library, and agency personnel.

Evaluators will solicit information concerning:

1. Whether the informational resources and/or educational/training programs have had any influence on the quality, productivity, economic status, etc., on the informants' lives.
2. Whether informational resources have produced any identifiable effects on community or individual decision-making.
3. Whether the informants have perceived any community events or local innovations which, according to the informants, may have resulted from increased access to information or educational resources.
4. What the responses of the instructors and administrators who participated in distance learning programs were concerning effectiveness, methods of delivery, access to learners, etc.

5. What impacts were perceived by state library staffs.

Naturalistic assessment depends on establishing contextual relationships and is greatly adaptable to changing community circumstances. Additional and/or different evaluation emphases may become apparent as the project is being implemented in the communities: not only will this form of evaluation provide relevant information about problems, issues and concerns, it will also provide information about what is working and successful.

Cost Evaluation: Although the focus for evaluation is directed toward naturalistic assessment, cost analysis will be conducted throughout implementation. Cost analysis will provide a yardstick for comparing service delivery methods with alternative delivery systems for similar services or programs. This assessment will include analysis of costs of programs/services delivered by telecommunication to the community learner/information-user compared with the costs of information or educational services using traditional means (leaving the community to attend programs, to find information, etc.).

Evaluators

Evaluation will be continuous, involving all levels of project and program development. In addition to project administration and management, we propose to provide external evaluation to provide for greater objectivity. In essence, we have designed a team approach to evaluation.

Evaluator: From the project's implementation, we will provide a half-time evaluator to design procedures for evaluation. The evaluator will be selected by the project director and manager in consultation with the regional Advisory Board. The evaluator will also make certain that data collection is consistently gathered, that adequate documentation is presented, that interviewers are trained, and that reports are adequately prepared for distribution. In addition, the evaluator will direct the activities of interviewers and maintain liaison with the regional director and project manager.

Interviewers/Evaluators: Four interviewers/evaluators will be selected and trained in formal and informal interviewing/assessment techniques. Working with the project evaluator, they will work with the Community Learning and Information Specialists on the collection of data and will interview the "key informants." We anticipate that these interviewers/evaluators will be selected from such areas as sociology; education; science and technology; and/or business--which will provide an "objectivity" to the data collection processes; in addition, they will evaluate throughout the region, providing different insights based on their educational orientations and state of residency.

Expected Outcomes

The evaluation will produce considerable data related to community development, educational and information delivery, rural needs, and costs. These become the basis for analysis and for building services in other rural locations within each state. Indicators of making the learning and educational services should be established, and the addition of new communities will provide an even greater economy of scale. Finally, it should establish an integrated informational and educational resource network, unique to this project, that blends university and Cooperative Extension services with library services and public service delivery with community initiate. Finally, it represents an opportunity for the public and private sectors to cooperatively develop services and initiatives that serve rural residents.

CENTER <u>Community, State and Regional</u>		RESPONSIBILITY: <u>Projected Planning</u>		PROJECT <u>Intermountain Community Learning and Information Services (Centers)</u>		MILESTONE SCHEDULE		ORIG. SCHED. APPR. (DATE)		LAST SCHED. CHG. (DATE)(NO.)(INITIALS)		STATUS AS OF (DATE) (INITIALS)					
APPROVAL		ACCOMPLISHMENT <u>9/1/82 through 6/30/83</u>		LEVEL		1983-83		1983-84		1984-85		1985-86					
						J	F	M	A	M	J	J	A	S	O	M	D
MILESTONES																	
1	I. Continued Pre-Implementation																
2	Planning																
3	A. Continued Needs Analysis																
4	B. Develop Ed. Resource Directory																
5	C. Select Learning/Info. Tech.																
6	D. Determine "Community Committee Membership"																
7																	
8	E. Determine "State Council" Membership																
9																	
10	F. Establish Linkages with state and private educ. agencies																
11																	
12	G. Establish Some Initial Educ Program Priorities--State and Community																
13																	
14																	
15																	
16	Targeted Project Initiation																
17	(July 1, 1983) [This plan anticipates a 6-month "start-up" process, necessary to develop adequate structures and responses to community needs.]																
18																	
19																	
20																	

▼ Indicates "Milestone Task" completion date; it is recognized that some processes will be continued in each successive year's plans.

[illegible]

CENTER Community, State and Regional

RESPONSIBILITY: Annual Workplan

APPROVAL 7/1/83 through 6/30/84

PROJECT Intermountain Community Learning and Information Services (Centers)

STATUS AS OF 1984-85

1985-86

ORIG. SCHED. APPR. (DATE)

LAST SCHED. CHG. (DATE)(NO.)(INITIALS)

1

C. Define Educ. Program Needs

2

D. Solicit Local Program Ideas

3

E. Initiate Univ.-sponsored Educ Programs

4

F. Start Community Awareness Campaign (Comm. Promotion)

5

G. Implement Data Collection Procedures

6

H. Create Linkages with Local Educational Organizations

7

IV. State Resource Councils

8

A. Evaluate State-wide Educational Needs (Programming)

9

B. Establish Criteria for Educ. Programs (State-wide Dissemination)

10

C. Fund State-wide Programs

11

D. Initiate Community CE Learning Services

12

13

14

15

16

17

18

19

20

1982-83

1983-84

1984-85

1985-86

J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D

[illegible]

[illegible]

PROPOSED SIX-YEAR CATEGORICAL BUDGET BY ANNUAL ALLOCATION

	1983-84		1984-85		1985-86		1986-87		1987-88		1988-89	
	Kellogg	Matching*	Kellogg	Matching	Kellogg	Matching	Kellogg	Matching	Kellogg	Matching	Kellogg	Matching
I. Salaries and Wages:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
A Community Information/Educ. Specialist (8 @ 24,000)	192000	0	192000	0	192000	0	192000	24000	192000	48000	192000	72000
B State Library Resource team 4 x .5 FTE @ 30,000	60000	15000	60000	30000	60000	30000	45000	45000	36000	52000	24000	63000
C University Resource Team	120000	150000	120000	175000	60000	210000	60000	240000	52000	250000	44000	250000
D Regional Project Coordinator	35000	0	35000	0	35000	0	35000	5000	35000	9000	35000	14000
Sec/Clerical	12000	0	12000	0	12000	0	12000	2000	12000	4000	12000	6000
E WRDC Project Administrator	8000	0	8000	1000	8000	1000	8000	2000	8000	2000	8000	3000
Adm Ass't/Budgets	3000	0	3000	0	3000	1000	3000	1000	3000	1000	3000	1000
Subtotal Personnel	430000	165000	430000	206000	370000	242000	355000	319000	338000	366000	318000	409000
Benefits (30% Salaries and Wages)	129000	49500	129000	61800	111000	72600	106500	95700	10400	109800	95400	122700
Salary and Wage Totals	559000	214500	559000	267800	481000	314600	461500	414700	439400	475800	413400	531700
II. Educational Materials/Consultants:												
A Educational Program Dev./Acquis.												
Community Programming	28000	28000	40000	40000	32000	40000	24000	30000	20000	30000	16000	30000
State Programming	100000	100000	100000	100000	80000	100000	80000	100000	60000	100000	40000	100000
Multi-state Programming	80000	80000	80000	80000	60000	80000	40000	80000	20000	80000	20000	80000
B Consulting Services	8000	0	5000	0	1000	0	1000	0	3000	0	3000	0
C Community Specialist Training	38000	0	10000	0	8000	0	5000	0	5000	0	5000	0
Subtotals	254000	208000	235000	220000	181000	220000	150000	210000	108000	210000	84000	210000
III. Travel:												
A Community Specialists and Librarians	16000	0	12000	0	8000	2000	6000	5000	6000	6000	6000	8000
B State Committees	12000	4000	6000	3000	4000	3000	4000	3000	4000	4000	4000	4000
C Regional Board	18000	0	12000	0	10000	0	8000	0	8000	0	8000	0
D Project Coordinator/WRDC Admin	15000	0	12000	0	10000	2000	10000	3000	10000	3000	10000	4000
Subtotals	61000	4000	42000	3000	32000	7000	28000	11000	28000	13000	28000	16000

*Matching Goals: In developing budget strategies, we have projected significant match, based on three kinds of services: (1) in-kind match, including professional and volunteer services, facility utilization, agency support, and the strengthening of existing, on-going services, among other acceptable in-kind support; (2) complementary "externally funded" support to provide for the development and/or delivery of services to rural sites (such sources might include state humanities council grants, federal or state contracts for service delivery, or support from private foundations/corporations); we perceive that the program support funds can be used to "leverage" other funding supports; and (3) commitment of "hard-dollar" support; this source of support will be difficult to generate during the initial years of implementation, especially given the current economic climate. Our goals, however, are to build strong bases for future support among traditional, new and potential user groups as a means to facilitate community and state funding mechanisms and support systems (see proposal "Strategies," pp. 22-24). Furthermore, it is recognized that some participating states may be able to generate more support than others, and this variable is reflected in the matching support goals. In addition, this budget does not reflect significant institutional match based on approved "Institutional Overhead Costs" which have been fixed by each institution's governing board. Participating institutions will waive overhead, subject to institutional procedures, which provide additional match or in-lieu match.

	<u>1983-84</u>		<u>1984-85</u>		<u>1985-86</u>		<u>1986-97</u>		<u>1987-88</u>		<u>1988-89</u>	
	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>
IV. Services and Supplies:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
A Office Costs - State Libraries and University	20000	0	20000	0	20000	5000	20000	10000	10000	20000	0	30000
B Community Offices	8000	0	8000	0	8000	0	8000	2000	8000	3000	8000	4000
C Regional Office	5000	0	5000	0	5000	1000	5000	1000	5000	2000	5000	2000
D Telecommunication Line Charges	48000	0	48000	8000	48000	12000	48000	16000	40000	24000	24000	32000
E Database Subscriptions	40000	0	40000	0	32000	8000	24000	16000	12000	28000	0	40000
F Facility Maintenance	5000	5000	5000	5000	0	5000	0	5000	0	5000	0	5000
Subtotal	126000	5000	126000	13000	113000	31000	105000	50000	75000	82000	37000	113000
V. Equipment:												
A Telecommunication--purchase, lease and/or rental	100000	0	80000	0	20000	0	20000	0	10000	0	0	0
B Community Office Equipment	52000	0	0	0	0	0	0	0	0	0	0	0
Subtotal	152000	0	80000	0	20000	0	20000	0	10000	0	0	0
VI. Evaluation:												
A Contract Evaluation	18000	0	12000	0	12000	0	12000	0	12000	0	18000	0
B Data Collection, est. travel	5000	0	28000	0	28000	0	28000	0	28000	0	32000	0
Subtotal	23000	0	40000	0	40000	0	40000	0	40000	0	50000	0
Subtotals	1175000	431500	1082000	503800	867000	572600	804500	685700	700400	780800	612400	870700
VII. Accounting Costs (5%)	58800	21600	54100	25200	43300	28600	40200	34300	35000	39100	30600	43500
TOTALS	1233800	453100	1136100	529000	910300	601200	844700	720000	735400	819900	643000	914200

BUDGET NARRATIVE/JUSTIFICATION

I. Salaries and Wages

- A. Community Information/Education Specialist: one specialist per site at a salary of \$24,000/year. Beginning the fourth year we anticipate matching support for salary increment based on tuition-generated funding and generated-income revenues (user-fees, etc.). [8 Specialists x 24,000 x 6 years]
- B. State Library Resource Team: one-half FTE equivalent position in each library for the first three project years, with decreasing position support during years four (4) through six (6). This anticipates building state and/or federal resources. Matching support based on strengthening existing services provided by state libraries and by anticipated growth of future services.
- C. University Resource Team: One FTE Equivalent Position (\$30,000) per institution to stimulate program and service development for outreach education. Because state budgets are prepared two years in advance, we request full FTE support for the first two years; half-salary support for years three (3) and four (4); and decreased support for the position for years five (5) and six (6).

Matching support is based on in-kind educational services of departments and faculty to develop and deliver continuing educational programs to the rural sites, including credit or non-credit instruction, services performed through Cooperative Extension, among other services. As usage of these community centers increases, we project an increase in faculty resources to aid the outreach efforts.

- D. Regional Project Coordinator: Funding request for a full salary (\$35,000/year) and Secretarial-Assistant (\$12,000/year). We project match from external support sources, including development and participation in funded grants supportive of the multi-state project mission. In addition, multi-state support is also a possibility, based on such models as WICHE.
- E. WRDC Project Administration: Request .20/time for WRDC Project Administrator (\$8,000) and .20/time for Secretary-Budget Administrator. The WRDC provides linkages to all the project states, to states outside the focus for this project, and to the other regional centers. The Kellogg support remains constant, but matching funds, beginning in the second year, will be derived from incremental amounts available in the Center's budget.

II. Educational Materials Acquisition/Development

- A. Community Programming: For production and/or acquisition of educational/training programming to serve identified local needs: requests \$3,500/community (1983-84); \$5,000 (1984-85); \$4,000 (1985-86); \$3,000 (1986-87); \$2,500 (1987-88); and \$2,000 (1988-89). Match for these funds will be generated from in-kind personnel services, including Extension, local schools, among other local education/service agencies. Funds generated from the sale of excess telecommunications services can also be used to generate local revenues. We anticipate that project funds will leverage other external funding or in-kind services.
- B. State Program Development/Acquisition: For production and/or acquisition of educational/training programs applicable to multi-site state distribution (\$25,000/state). Beginning third project year, gradual decrease in program funding through the sixth year. Match will be generated from in-kind services for development, production and delivery from institutions and/or agencies providing educational programs.
- C. Consulting Services: Technical and program consultants. (Based on average \$150/day, plus travel and per diem. Consulting services will be greater during first two years than later in the project.)
- D. Community Specialist Training: Training Program (3 weeks intensive, plus on-site in community) includes instruction, travel/per diem for 40 participants, plus on-line charges and equipment. Second through sixth years includes updated training, much of which will be in-service in community locations.

III. Travel

- A. Community Specialists/Librarians: Travel to in-state and multi-state meetings, estimated at \$2,000/community for first year; decreasing travel from years two (2) through six (6) based on the use of the telecommunications network. Matching funds beginning the third year are based on increased community support; revenues generated from user-fees; or in-kind travel support services.
- B. State Committees: Travel/Per Diem support for state planning meetings, estimated at \$3,000/state, plus in-kind match of \$1,000. Reduced travel request for years two through six based on use of telecommunications.
- C. Regional Board: Travel/Per Diem for 12 board members, based on estimated round-trip airfare. Reductions based on use of telecommunications. Projected three meetings during the first year; two annual meetings thereafter.

- D. Project Coordinator/WRDC Administration: Travel/Per Diem for community site visits, assistance, regional and state meetings. Based on four visits per community site, with reductions in travel, based on increased telecommunications use following the first year of operation. (Computed on airfare, surface travel, and per diem.)

IV. Services and Supplies

- A. Office Costs: Printing, xerox, supplies, materials based on \$5,000/year to each state for use by universities, state libraries. Beginning third year in-kind match to be provided by institutions and state library.
- B. Community Centers: Annual allocation of \$1,000 per community site for supplies, printing, etc. Estimated in-kind match of \$250/site in year four (4) increasing to \$400/site by year six (6).
- C. Regional Office: Supplies, materials, printing, communications, \$5,000/year: in-kind match from generated regional funds beginning third project year.
- D. Telecommunications Line Charges: Funds requested to provide line charges at the eight (8) community centers, four (4) universities; and (4) state libraries, estimated at \$250/month per site. We anticipate that this will be matched by in-kind services for institutions and agencies using the telecommunications network. Match will also be generated from user-fee revenues at the community sites.
- E. Database Subscriptions: Funds requested for necessary database subscription (information transfer) and use. Matching costs, beginning in the third year, is to result from user-fee services; we anticipate a state/community in-kind match of \$2,000/state.
- F. Facility Maintenance: A special fund to be used to aid in early project maintenance of center facilities; this match based on in-kind services; rental of center facilities for private purposes, especially the communications center, where permitted by state and local law and approved by local board policy.

V. Equipment

- A. Telecommunications--purchase, lease or rental: This item is based on equipping each of the community sites with compatible telecommunications equipment, including computer terminals; videotape/videodisc and video projection equipment; teleconferencing/electronic blackboard receiving equipment.

Estimates include \$15,000/site for communities [first two (2) years], plus \$15,000 for University/State Library equipment. Most universities have some equipment; funds would be used to

up-grade telecommunications capacity and compatibility to provide for effective delivery. Included are service contracts to maintain equipment, years two (2) through six (6).

- B. Community Learning Centers/Offices: One-time appropriation to purchase furnishings (chairs, tables, desks for instruction purposes). \$6,500 has been allocated to each Center site.

VI. Evaluation: Our regional planning group has placed significant emphasis on effective project/program evaluation to make necessary modifications during the implementation period to improve services and to establish long-term support systems.

- A. Contract Evaluator(s): First year (\$18,000) directed to development of methods, procedures and instruments (design) to permit the gathering of consistent data, and to the training of the on-site evaluators by the assistants. Second-through-sixth years, the stress will be placed on data gathering. Contract will include professional services, printing and computing costs.
- B. Data Collection--Travel and Per Diem: Funds include surface and air travel, per diem for community interviews, assessment, training for the principal evaluator and assistants (3).

VII. Accounting Costs: Costs for accounting system development and account maintenance, in-kind match from accounting from the four land-grant universities.

THREE-YEAR AGGREGATED BUDGETS plus TOTAL BUDGET

	<u>1983-86</u>		<u>1986-89</u>		<u>TOTALS</u>	
	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>
I. Salaries and Wages:	\$	\$	\$	\$	\$	\$
A Community Information/Educ. Specialist (8 @ 24,000)	576000	0	576000	144000	1152000	144000
B State Library Resource team 4 x .5 FTE @ 30,000	180000	75000	105000	160000	285000	235000
C University Resource Team	300000	535000	156000	740000	456000	1275000
D Regional Project Coordinator Sec/Clerical	105000 36000	0 0	105000 36000	28000 12000	210000 72000	28000 12000
E WRDC Project Administrator Adm. Ass't/Budgets	24000 9000	2000 1000	24000 9000	7000 3000	48000 18000	9000 4000
Subtotal Personnel	1230000	613000	1011000	1094000	2241000	1707000
Benefits	369000	183900	303300	328200	672300	512100
Salary and Wage Totals	1599000	796900	1314300	1422200	2913300	2219100
II. Educational Materials/Consultants:						
A Educational Program Dev./Acquis. Community Programming	100000	108000	24000	90000	124000	198000
State Programming	280000	300000	180000	300000	460000	600000
Multi-state Programming	220000	240000	80000	240000	300000	480000
B Consulting Services	14000	0	7000	0	21000	0
C Community Specialist Training	56000	0	15000	0	71000	0
Subtotals	670000	648000	306000	630000	976000	1278000
III. Travel:						
A Community Specialists and Librarians	36000	2000	18000	19000	54000	21000
B State Committees	22000	10000	12000	11000	34000	21000
C Regional Board	40000	0	24000	0	64000	0
D Project Coordinator/WRDC Admin	37000	2000	30000	10000	67000	12000
Subtotals	135000	14000	84000	40000	219000	54000

	<u>1983-86</u>		<u>1986-89</u>		<u>TOTALS</u>	
	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>	<u>Kellogg</u>	<u>Matching</u>
	\$	\$	\$	\$	\$	\$
IV. Services and Supplies:						
A Office Costs - State Libraries and University	60000	5000	30000	60000	90000	65000
B Community Offices	24000	0	24000	9000	48000	9000
C Regional Office	15000	1000	15000	5000	30000	6000
D Telecommunication Line Charges	144000	20000	112000	72000	256000	92000
E Database Subscriptions	112000	8000	36000	84000	148000	92000
F Facility Maintenance	10000	15000	0	15000	10000	30000
Subtotal	365000	49000	217000	245000	582000	294000
V. Equipment:						
A Telecommunication--purchase, lease and/or rental	200000	0	30000	0	230000	0
B Community Office Equipment	52000	0	0	0	52000	0
Subtotal	252000	0	30000	0	282000	0
VI. Evaluation:						
A Contract Evaluation	42000	0	42000	0	84000	0
B Data Collection, est travel	61000	0	88000	0	149000	0
Subtotals	103000	0	130000	0	233000	0
Subtotals	3124000	1507900	2117300	2337200	5241300	3845100
VII. Accounting Costs (5%)	156200	75400	105900	116900	262100	192300
TOTALS	3280200	1583300	2223200	2454100	5503400	4037400

APPENDICES

Color-Coded Contents Index

- Section I Brief Report of Multi-State Community Inventory
(Survey) Assessment (1982, fourteen pages)
- Section II State Implementation Reports, Plans and Letters of
Support from Community, Agency and Institution
- Colorado Plan
 - Montana Plan
 - Utah Plan
 - Wyoming Plan
- Section III Selected Letters of Support
- Private Sector
- Letter from Dr. Ralph Thomson, Vice President
of Control Data Corporation, Minneapolis, Minn-
esota
 - Letter from Mr. Vince Bradshaw, Marketing Manager,
Mountain Bell, Salt Lake City, Utah
- Public Sector
- Letter from Ms. Elinor M. Hashim, Chairman,
National Commission on Libraries and Information
Science, Washington, D.C.
 - Letter from Dr. Robert E. Howell, Chairman,
Western Community Resource Development Committee,
Pullman, Washington.

BRIEF REPORT OF MULTI-STATE COMMUNITY INVENTORY ASSESSMENT

Overview

This appendix report contains information gathered from community respondents from eight communities in four Intermountain states.* Two forms of assessment techniques were employed by members of the project team: (1) a user-selective survey instrument (Community Interest Inventory) circulated to user or potential user groups within the service area of the target community, and (2) on-site interviews/discussions with librarians, school district administrators and teachers, elected officials, among other constituent groups in the local communities, conducted by members of the state project teams.

The objective was to assess the feasibility of developing the local public library as a Community Learning and Information Center in each selected community site. These centers, equipped with telecommunications and information technologies, will link the rural residents to informational and educational resources found in metropolitan centers, colleges or universities and the private sector. Four specific kinds of information were sought:

- (1) The community respondents' current use of and access to informational and educational resources;
- (2) The respondents' perceptions of the quantity and quality of the informational and educational/training resources and services currently available to solve their problems;
- (3) The respondents' perceptions of needed services and/or educational/training programs that they would like to have available in their communities; and,
- (4) Demographic characteristics of respondents to be compared to other demographic studies of the community and region.

* Seed funding for these multi-state community assessments and on-site investigations was provided by the Western Rural Development Center for use by the states of Colorado, Montana, Utah and Wyoming. This report and analysis was prepared by Glenn Wilde, Associate Dean for Extension and Life Span Learning, College of Humanities, Arts and Social Sciences, Utah State University, and the multi-state project leader.

Factors of Community Site Selection

Most rural communities in the Intermountain states lack, in general, the educational and informational resources to serve contemporary needs, each state's project team, in consultation with state agencies and other governmental entities, selected two rural communities for further investigation. Site selection factors included: (1) an existing facility which could be adapted for use; (2) a forward-looking and willing local librarian, library board, and community leaders who would support community innovation; (3) the support of local elected officials as a part of their long-range planning efforts; (4) distance of the rural community from the major resource centers; and, (5) analysis of growth or projected growth patterns from state and regional studies.

Methods for Community Assessment: Community Interest Inventories

To determine current and needed services as perceived by residents in each of the selected rural communities, a survey, called a "Community Interest Inventory," was conducted in each site. This survey was directed to locally identified users (defined as those seeking information or attending educational programs or courses) and potential users (defined as groups or individuals identified within the community who by profession, position, or need could use additional informational resources or could benefit from additional educational or training programs). In defining the target audiences, the following occupational groups were asked to respond: (a) city and county leaders; (b) government employees (Extension, BLM, state agencies); (c) school administrators and teachers; (d) professionals (doctors, lawyers, etc.); (e) business and industrial (including unions and workers); (f) agricultural interests (farmers and ranchers); (g) librarians and library users; and, (h) general and other constituent groups fitting local circumstances.

Responsibility for the distribution and collection of these Community Interest Inventories was given to the local librarian, library board, and/or Extension agent in each of the communities. Methods in instrument distribution and collection varied from community to community; some sent the instrument county-wide by mail; other communities distributed the instruments at meetings of various interest groups; others joined with community or county resource councils for distribution. Our intent was to determine the use of existing community resources and to provide direction for the planning processes for needed informational and educational services among the group of users or potential users.

In distributing these Inventory instruments to those considered "highly potential users or user groups" and by the respondents "self-selection" in returning the instrument the sample is more representative of motivated community respondents. Our team considers these groups of respondents as primary "markets" for establishing and building community services.

It is assumed that the primary clients would be those whose occupations were highly dependent on information and continued education/training. These aggregated user or potential user groups would form the initial market for services; in addition, successful service to these client groups would build a community support base which would reinforce the efforts to reach out and service other potential user groups within the service area. (Site-specific information is available for each of the selected target communities.)

Aggregate Profile of Inventory Respondents

Demographic information supplied by respondents shows that the sample is more representative of those in the communities with higher levels of education--those assumed by the multi-state project team to be more immediate users and adopters of informational and educational services. Table 1 indicates the levels of education for the respondents:

TABLE 1

Educational Attainment (N = 832)

Less than High School	1.22%
High School Completion	16.54%
Some College	24.98%
Associate (2-year degrees)	7.22%
Bachelor's Degree	22.50%
Study beyond Bachelor's Degree	27.54%

Over fifty-seven percent of the multi-state respondents had an associates or higher college degree; when this percentage is added with those who have had some college coursework, 82.24% have participated in post-secondary educational programs.

Table 2 shows the primary occupations of the respondents; again, the information indicates an over sampling of individuals whose professions or occupations have high information and training requirements.

TABLE 2

Occupations of Principal Wage Earner
(N = 832)

Business	24.11%
White collar (secretary, clerk, sales)	5.27%
Blue collar (laborer)	11.16%
Agriculture (farmer, rancher, producer)	6.94%
Professional	36.94%
Retired	6.43%
Homemaker	2.18%
Other	6.97%

The profile also includes factors of age, time in community and expected community change. The ages of respondents' shows that the sample was under forty years--a younger and generally upwardly mobile age group. Ages of respondents ranged from 16 to 82 years. As a result of that analysis not shown, nearly 82% of those under forty had sought information in the last year--a higher percentage than those in the older age groups.

TABLE 3

Ages of Respondents
(N = 832)

Under 23	8.0%
23-30	26.0%
31-40	30.0%
41-50	15.0%
51-60	12.0%
Over 60	9.0%

A cross-tabulation of age with years in community (not shown) confirms that many of those in the age groups from 23 through 40 are relatively recent in-migrants to the rural communities. Table 4 shows the number of years the respondents have been residents of these rural communities.

TABLE 4

Years as a Community Resident
(N = 832)

Under 1 year	14.2%
2-5 years	32.9%
6-20 years	27.7%
Over 20 years	25.2%

As noted in Table 4, over 47% of the respondents have been in these communities five years or less, showing an in-migration of either new residents or former residents who have returned after some years'

absence. As a complement, we asked respondents whether they believed they would be living in the community five years in the future as a means to ascertain permanency. Over 68% of the respondents believed they would be residents; however, in the communities showing population growth related to energy development (Meeker, Colorado; Rawlins and Douglas, Wyoming), the percentage drops, with a 56.2% of the respondents indicating that they would be in the community in five years. There is also a high association between those owning and/or buying a house and those renting homes and the respondents' belief in "permanency" (analysis not shown).

General Profile of Respondents

The "Inventory" respondents tended to be younger and had more years of formal education. Over 80% of the respondents had some college coursework and many hold college degrees. They tended to be in professional or business occupational areas, although a broad range of community occupations were represented among the respondent groups. Over 47% of the respondents had lived in the community for a period of five years or less, but a majority of these in-migrants were planning to continue residing in the community.

FINDINGS

Informational Use and Access

Access to sources of information, the quality and quantity of information related to subjects, and the use of community sites were specific questions which the Community Interest Inventory was designed to address. The research team wanted to know what percentage of rural respondents had sought information in the past year (1980-81) and where they had sought it.

Over 58% of the respondents had sought information from some community source during that period. As related to the above respondent profile, those respondents seeking information were from professional, business and agricultural sectors, and were generally under forty years of age (cross-tabulation not shown).

Of those seeking information, we asked respondents where they sought and perhaps found the informational resources. Table 5 shows the respondents use of the various community information distribution centers; the percentages total more than 100%; respondents were asked to "mark all sources where they had sought information."

TABLE 5

Use of Informational Sources*
(N = 406)

Community Libraries	62.4%
Local Schools	28.7%
County Extension Offices	27.2%
County Health Offices	11.6%
Bookmobile (Utah respondents)	5.6%
Federal/State Offices	30.4%
Sent For (sources outside community: may include purchase, interlibrary loan, etc.)	49.6%

* Respondents were requested to mark all sources where they had sought information.

Among the information seekers, the community library seems to be the primary information and referral centers for most residents. Also the multiplicity of other informational disseminators within these rural communities becomes apparent, particularly those designated to provide targeted information such as the county Extension or county health offices. Nevertheless, the resources to serve specific needs or interests are not broadly available as indicated by the percentage of information seekers who had to send for information outside the community's resources.

For the rural information seeker, this poses problems of identifying what kinds of information are relevant outside the local resources, of locating where the information can be obtained once it has been identified, and in finding a means to access it. Table 6 shows the respondents' ability to find information from community or external resources:

TABLE 6

Respondents' Ability to Obtain Information
(N = 406)

Yes (were able to obtain information)	41.6%
Some (were able to obtain only some information, but not complete)	56.5%
No	1.9%

The researchers did not establish the "level of satisfaction" among respondents about the information received or how the information was used; nevertheless, an inference may be made that the respondents either knew or believed that there were other information resources available related to the subject of inquiry--some of which may have answered the problem more directly.

Another item concerns the problem of the value of the information to the respondents: we asked respondents whether they had to leave the community to obtain the information for their inquiries,

suggesting that the information was, perhaps, vital to their occupations or family. Of the 403 respondents, 32.8% left the community to get the information, nearly one-third of the respondents.

Educational Activities

The research produced some information related to the participation in educational programs, courses, and workshops among respondents. Among the respondents (N = 718) 62.6% had participated in some learning or training experience during the past year. Nearly 75% of those participating in these educational activities represented respondents from the professions or business. Table 7 shows the various sponsors for these educational activities.

TABLE 7

Sponsorship of Educational Programs* (N = 458)

Colleges/Universities	57.4%
Local Schools/Community School Programs	26.1%
Cooperative Extension	14.1%
Professional Organizations	27.1%
Private Educational/Training Organizations (for profit)	15.8%
Government Agencies	17.1%

* Respondents asked to mark all sponsors of programs attended in the past year.

Respondents were asked their reasons for participating in the various educational activities. Table 8 cites the responses according to category:

TABLE 8

Respondents' Reasons for Educational Participation* (N = 476)

Personal interests	77.7%
Recertification (educators, medical personnel, etc.)	33.8%
Professional/Occupational development	52.5%
High School completion	2.4%
Improvement of business skills and practices	18.7%
College degree	11.0%

* Respondents asked to mark all appropriate choices.

As shown in Table 8, respondents participated in a variety of educational activities. Participation, particularly given the profiles of the respondents above, seems to be motivated primarily by personal interests in the program; professional or occupational skill development

can be considered under three categories: recertification, business skills, and professional/occupational development. Some of the participating states require in-service or recertification programs, but do not prescribe the particular programs to fulfill the requirement.

Table 9 provides information regarding the instructional techniques and designs in the educational activities the respondents had participated in:

TABLE 9

Instructional Methods*
(N = 467)

Teacher Instructed	74.9%
Independent or Home Study	17.8%
Short-term Workshops	44.4%
Conferences, Professional meetings	26.8%
Television, Videotape, Telelecture	6.9%
On-the-Job, In-Service Training	18.3%

* Multiple-response question.

As anticipated, most of the instructional methods were related to teacher-oriented instruction. Only 6.9% of the respondents had participated in distance learning (media and teleconference instruction); few such courses have been developed and/or marketed, because the technologies to accommodate and to link the rural communities with the resource centers are not yet widely available.

REQUESTED EDUCATIONAL SERVICES

A section of the Community Interest Inventory was designed to provide two forms of information: (1) attitudes toward the categories of available informational resources, and (2) respondents' specific requests for educational courses or programs within subject-designated areas; these responses were written on the instrument: about 34% of the respondents had at least one program request, though many who took time for written responses supplied requests in many areas.

The respondents' perceived "Educational Needs" are reported in rank order. The service requests reported below represent multi-state requests--that is, respondents, found in all selected communities, perceived a need for the service. (Site-specific or state needs have been forwarded to the state leaders.)

The respondents' assessment of the community informational resources related to a subject are indicated; there are a large percentage of "Don't Know" responses, which may indicate a lack

of interest or background in the subject area. This is especially true in occupational/professional areas.

Perceived Priority I

THE FAMILY, HUMAN RELATIONS AND CHILD DEVELOPMENT

In the last few years there is noted interest and emphasis on the family, resulting from increasing concerns of the dissolution of the family units. Whether stimulated from media exposure of activist interests or from problems experienced in our selected communities, interest in the family was the basis for a number of program requests.

General Assessment of Community Informational Resources (N = 678)

Excellent	Good	Fair	Poor	Don't Know
2.6	11.5	33.2	23.7	29.0

In reviewing respondent occupation groupings, the professionals were in general concurrence that the information holdings were "fair to poor" especially in exceptional child education and parenting.

The following list of "general" topics or subjects which community residents currently perceive as needed educational programs or services for their communities:

- Parenting Courses and Workshops
- Drug Intervention, Crisis, Abuse
- Family Finance, Budgeting
- Single Parent, Working Parents
- Spouse and Family Abuse
- Exceptional and Handicapped Children -- Parents Education
- "Family Oriented" Sex Education

Priority II

IN-SERVICE PROFESSIONAL, COLLEGE COMPLETION AND GENERAL COMMUNITY ENRICHMENT INTERESTS

This seemed to be a "catch-all" category for a number of the community respondents, but it does show the breadth of interests and needs. Over 32% of the respondents have had some college work, but have not completed a college degree, and there is considerable interest in programs or courses leading to advanced or upper division work in these areas. Former students are a primary market for continuing education programs. In addition, there are, as noted in the aggregate profile above, many professionals who, in most states, need in-service education to complete certification requirements.

General Assessment of Information Holdings
(N = 649)

Excellent	Good	Fair	Poor	Don't Know
4.7	21.9	25.9	17.9	29.6

The following lists respondents' requests based on the heirarchy of suggested programs:

College Credit Courses leading to Associate Degrees, Bachelor's Degrees, Recertification, and Graduate Courses: Behavioral Sciences, English, Mathematics, Physical Sciences.

Computer Training and Advanced Technology (Programming)

Adult Basic Education/Remedial Adult Programs

Writing (Technical, Creative, Feature, General Writing Improvement)

Local History/Community History

Cultural Appreciation (Art History, Literature, History)

Study Groups (Economics, Politics, Community Responsibility)

Foreign Languages (Spanish)

Priority II

SMALL BUSINESS MANAGEMENT, TRAINING AND ASSISTANCE

Nationally, the rate of failure of small businesses is 50% the first year and 80% in the first five years. In the small Intermountain rural communities, small businesses, including those which have been established a number of years, are facing increased competition from larger businesses and from a downturn in the local economies. Marketing assistance, capital management, and personnel training are becoming key elements in developing small enterprises in rural areas.

Assessment of Informational Resources
(N = 649)

Excellent	Good	Fair	Poor	Don't Know
1.8	11.4	24.2	17.9	43.6

Respondents from the business-occupation sectors comprised nearly 25% of the aggregate group; their needs for specific training and educational programs are consistent with their critical responses to the informational resources to serve their needs.

Small Business/Business Management

Use of computer management techniques for business
 Financing small businesses (including growth and expansion)
 Marketing/Advertising
 Accounting and management of local businesses (taxes)
 Personnel management
 Personnel training (sales)

Priority II

RURAL HEALTH, MEDICAL EDUCATION AND TRAINING

Though much of the concern for better information and up-to-date training programs came from the rural health professionals, there was considerable interest among the general respondents. Many "non-professionals" work in volunteer organizations, such as the community fire and ambulance services, who need specific training programs in first-aid, CPR, etc., to assist the limited medical staff. There is also considerable interest in family and preventative medicine among the respondents

General Assessment of Informational Resources
 (N = 675)

Excellent	Good	Fair	Poor	Don't Know
4.9	26.7	31.2	11.4	18.7

The following educational programs or services were requested. Some such as nutrition and diet, as related to improving family health, were also noted under agriculture and quality of family life:

Family medicine and public health
 Drug information (over-the-counter medicines, drug abuse and addiction)
 EMT and CPR training/first aid
 Continuing professional medical education (doctors, RN, LPN) and recertification courses
 Nutrition/dietary

Priority II

LEGAL AND LAW ENFORCEMENT

There was general community interest in the "practical" aspects of law-related programs and information, but the professionals were in general concurrence that the informational resources were extremely limited.

Assessment of Informational Resources
(N = 671)

Excellent	Good	Fair	Poor	Don't Know
2.7	11.4	25.1	11.5	58.0

The primary concern, according to those indicating they were professionals, centered on getting up-to-date informational resources; training or educational programs were not a high priority for this group. However, the general respondent requested some "practical" programs for self-understanding and use.

Legal training and information

- Estate planning (wills, probate, tax laws)
- Local laws/public safety
- Business laws
- Defensive driving courses

It is interesting to note that we had few responses from the law enforcement agencies concerning training programs. In discussions with community elected officials and some law enforcement agency personnel, we found broad interest in training programs, particularly in annual recertification.

Priority III

The number of respondents from the multi-state communities indicates that there are already some existing programs from state and federal agencies which serve many of the broad needs of particular community sectors--including, the Cooperative Extension Services, state health and community development agencies, among others. However, the professional staff in these agencies, from discussion and assessing responses to the inventory, believe that both the informational resources and public programs can be strengthened to better serve the rural clientele.

It should also be noted that because of the current or potential energy resource development occurring in many of the selected target communities, most of the communities have had several state or federal "impact" studies conducted, and the results of these studies have been shared with community leaders and others.

Agriculture
Assessment of Informational Resources

Excellent	Good	Fair	Poor	Don't Know
3.4	13.4	17.5	6.1	59.6

Among the responses to questions concerning agriculture, the primary issues among those who declared their primary occupation as agriculture, the major needs focussed on farm management and marketing. But there were numerous general responses from non-agricultural occupations for gardening and horticultural services. The program requests, though fewer, represented a significant cross-section of potential clients.

Use of computers for farming/ranching operation
Marketing practices/Farm management (see business)
Horticulture
Pesticides/Chemicals
Home gardening
Adapted crops/Alternate cash crops
Irrigation
Land management/Land use

Community Services/Development

Community respondents, in general, seemed pleased with the "kinds of services" which were available in the community, but most acknowledged that the services could be strengthened. With the heightened development, results of community development studies have been made available and publicized in many of the communities, showing that there is much site-specific information generated.

Assessment of Information Resources
(N = 678)

Excellent	Good	Fair	Poor	Don't Know
4.1	25.4	32.4	25.8	13.2

The following represent a "general" statement of respondents' request for programs or public awareness services:

Growth impacts (services and needs planning, population studies)
Ordinances, laws, zoning
Land development (Federal, State)

SUMMARY

The data generated by the "Community Interest Inventory" is admittedly directed toward a base of users or potential users and does not reflect a scientifically-sampled cross section of any of the rural communities. However, public services must be marketed to client groups, and as shown in the occupations of the respondents, these groups

present a primary market for initiating services. The "Inventory" was one means to evaluate the potential market for services: our project team met with selected informants (librarians, school administrators, human resource councils, businessmen) within the target communities who provided additional information regarding the needs of the community residents.

The analysis of the data perhaps affirms the obvious: rural Americans, particularly in the less populated Intermountain states, have fewer resources available to them to address their problems. The rural Intermountain respondents were aware of services and needs which, given the restrictions of local resources, are not being fully met.

Conclusions

The following general conclusions seem to be valid, especially when compared with other state and local impact studies conducted and reported by state, federal, and university studies.

1. There is an in-migration of residents to these selected rural communities. This new population includes many professionals.
2. Though there are a number of informational resources available to the rural residents, the community library seems to be the primary site for reference. Professional and problem-solving informational resources tend to be weak. Residents seeking specific information often must obtain it from external sources.
3. There is expressed need, particularly among the professional and business respondents, for additional educational/training resources to complement those currently available in the community. Respondents have attended formal and/or in-service programs

COMMUNITY INTEREST INVENTORY

WRDC 80/81 USU001

(Name of Community)

Instructions: This instrument is not designed to give "scientific survey" results for any community among the participating states; rather, it is designed to allow community information and suggestions coming from a broad-based community constituency. In this community constituency, we suggest that the following groups be specifically invited to respond: (a) city and county government leaders; (b) government employees (Extension, BLM, state); (c) school administrators and teachers; (d) professionals (doctors, lawyers, etc.); (e) business/technical (industrial, union leaders, etc.); (f) agricultural interests (farmers, ranchers, processors, etc.); (g) librarians and library boards; (h) general and other constituencies fitting local circumstances.

This information is to be used to better facilitate planning and coordination among community, state and university personnel, and the results of this inventory will be shared in efforts to cooperatively respond to identified needs.

PART 1: Utilization of Available Resources

1. During this past year, have you needed information (books, articles, pamphlets) which was related to improvement or understanding regarding employment, profession or elected office:

1. Yes ☐
2. No ☐

(If the answer was yes, continue to answer questions 2 - 3; if no, skip to question 5)

2. Where did you go to find information in the community? (Mark all appropriate responses)

1. Community Library ☐
2. Local School ☐
3. County Extension Office ☐
4. County Health Agency ☐
5. State or County Bookmobile Service ☐
6. Federal or State Government Offices ☐
7. Sent for information ☐
8. _____
(other, please identify)

3. Were you able to find and obtain the information needed:

1. Yes ☐
2. Some ☐
3. No ☐

4. If yes to question 3, where did you find the information? Was it necessary to leave community?
_____ yes ☐ no ☐

5. Have you enrolled in any educational activity in the past year? (By educational activity, it means any organized class, individual instructional program, which is designed to improve your skills or practices, your knowledge, or your understandings.)

5. (continued)

1. Yes ☐
2. No ☐

(If yes, answer questions 6 - 8; if you responded no, skip to question 9)

6. In these "educational activities" you participated in, who sponsored them? (check all appropriate boxes)

1. College/University ☐
2. Local School District/Community Schools ☐
3. State and Local Extension Services (Land Grant Universities) ☐
4. Professional Organization (medical, educational, etc.) Unions ☐
5. Private Organizations ☐
6. Governmental Agencies (federal, state or local) ☐

7. How was the "educational activity or activities" presented that you enrolled or participated in? (check all appropriate boxes)

1. Teacher-Instructed Course (includes demonstrations) ☐
2. Home or Independent Study (books, assignments) ☐
3. Short-term Workshops ☐
4. Conference or Professional Meeting ☐
5. Television, Video-tape, Telephone Lecture (telelecture) ☐
6. On the Job, Inservice Training ☐
7. _____
(other, please explain)

8. What were the reasons you enrolled in the educational activities? (check all appropriate responses)

1. Personal interests (reasons of self-improvement, fulfillment, personal satisfaction) ☐

2. Certification; Recertification; Licensing Requirements ☐
3. Improvement of Professional or Vocational Skills (employment advancement) ☐
4. High School Graduation ☐
5. College Degree Requirements ☐
6. Improvement of Business Practices (acquisition of management skills) ☐
7. _____ ☐
(other, please explain)

PART II: Strengthening Local Informational Resources: This section allows you to respond to what new informational resources you believe to be desirable and needed for your community. Check the boxes applicable to your responses:

9. Agricultural information: How do you rate the informational services related to the following topics:

	Exc	Good	Fair	Poor	Don't Know
a. crop and animal production methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. agricultural marketing practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. farm and ranch safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. farm and ranch energy efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. pesticides/chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. horticulture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. nutrition (improvement of dietary practices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. management practices to increase profits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other, (please specify concerns)					

10. Family Health/Medical

a. professional medical personnel for patient diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. family health information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. dietary and medical-related nutritional / medical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. drug related (for pharmacists, doctors, general public)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other, specify					

11. Community Planning/Development Information:

a. studies of growth related development from similar regions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. population growth and development and solutions to impact on community services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Exc	Good	Fair	Poor	Don't Know
c. services (roads, fire, library, cultural)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. city and regional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Information Concerning Energy Development and Conservation:

a. home and business energy conservation practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. alternative energy sources, including solar, heat exchangers, wind power, among other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. passive and active solar systems for home and business use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. decision-making for energy-impacted communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. agricultural energy use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(other, specify)					

13. Information for Small Business:

a. managing developing business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. financing and developing small business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. marketing techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. accounting practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(other, specify)					

14. Information for Quality Family Life:

a. drug abuse, delinquency among young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. working with exceptional and handicapped children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. improving parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. family finance/budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. family housing: residential design and interiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. early childhood and adolescent education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. family nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Exc</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Know</u>	<u>Don't</u>
15. Information About Laws and Law Enforcement						
a. professional information for lawyers (case reports, abstracts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. general law information for public, such as wills, probate, tax laws, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. information related to law enforcement and public laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. federal and state regulations related to land policies, planning and zoning, commerce, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Information Related to General Interests/College Degrees						
a. history, government and literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. arts and crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. social and economic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
other, please specify						

PART III: Educational and Training Assessment:

This section addresses your perceived needs or desires for educational or training programs which could be available through a Community Learning Center. Although we wish to evaluate general areas, we invite you to write in specific educational or training program suggestions. (You might refer to Part II on information to suggest interest focuses. We also recognize that some areas do not relate to your vocation or interests, but the information gathered will relate to a broad cross-section of your local community).

How do you perceive the current educational or training programs in your community?

	<u>Exc</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Know</u>	<u>Don't</u>
17. Agricultural Education and Training, Suggested Programs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						
c.						
d.						
18. Medical Education and/or Training, Suggested Prog:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						
c.						
d.						

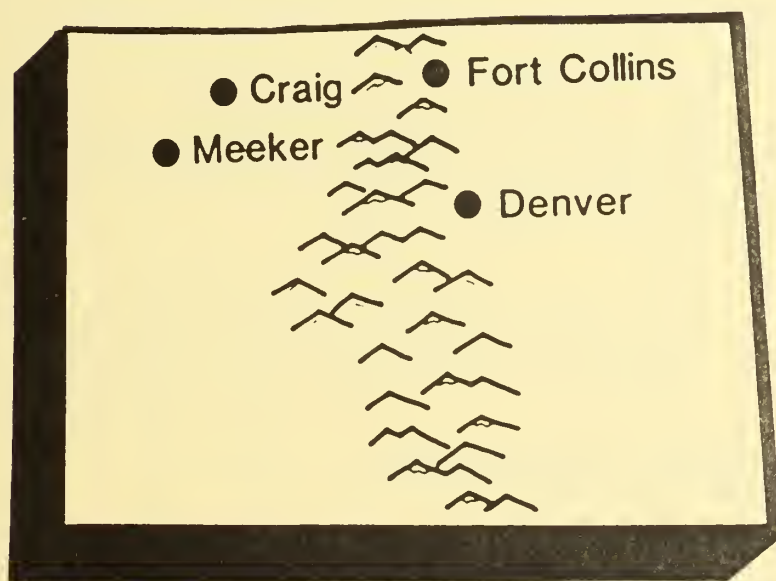
	<u>Exc</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Know</u>	<u>Don't</u>
19. Community Planning, Development Training, Suggested Programs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						
c.						
d.						
20. Small Business, Business & Industry, Suggested Programs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						
c.						
d.						
21. Family and Human Development, Suggested Programs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						
c.						
d.						
22. Legal and Law Enforcement, Health & Safety, Suggested Prog:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						
c.						
d.						
23. General Interest Programs, including College and University Credit Programs, Non-Credit Programs, In-Service Training Programs, Suggested Prog:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						
c.						
d.						

PART IV: General Community Perceptions: How would you rate the following human and cultural enrichment conditions in your community:

	<u>Exc</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Know</u>	<u>Don't</u>
24. Library services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Opportunities for cultural activities in music, drama, art, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Interesting and useful activities for retired people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<u>Exc</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't</u> <u>Know</u>	
27. Overall quality of educational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Do you expect to be living in this community 5 years from now? yea <input type="checkbox"/> no <input type="checkbox"/> don't know <input type="checkbox"/>
28. Utilization of school facilities for community programs such as recreation, meetings and civic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. How many years have you lived in this community? _____ years all my life <input type="checkbox"/>
29. Help for persons who need advice and guidance in solving human relationship problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Are you buying, renting or do you own your home? buying <input type="checkbox"/> renting <input type="checkbox"/> own <input type="checkbox"/>
30. Local newspapera/radio Do they keep the citizens well informed about community projects, problems, etc. ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. What is the occupation of the principal wage earner of the family? <input type="checkbox"/> business person or managerial <input type="checkbox"/> white collar (store clerk, secretarial, etc.) <input type="checkbox"/> blue collar (truck driver, labor, etc.) <input type="checkbox"/> agriculture (farmer, rancher) <input type="checkbox"/> professional (lawyer, teacher, doctor, etc.) <input type="checkbox"/> student <input type="checkbox"/> homemaker <input type="checkbox"/> retired <input type="checkbox"/> other, please specify _____
PART V: Personal Data About Yourself:						7. What is your educational status?
1. Are you male <input type="checkbox"/> female <input type="checkbox"/>						<input type="checkbox"/> below high school
2. What is your present age _____						<input type="checkbox"/> high school
						<input type="checkbox"/> some college/technical school
						<input type="checkbox"/> college asaociate degree
						<input type="checkbox"/> college bachelor's
						<input type="checkbox"/> work or degree beyond bachelor's

COLORADO IMPLEMENTATION PLAN AND DOCUMENTATION



December, 1982

COLORADO

State & Community Implementation Plan Intermountain Region Learning Resource Center Project

I. Community Sites

Site Selection Factors

In Colorado, the towns of Meeker and Craig were selected as sites for Learning Resource Centers (LRC) for these reasons:

1. Both are rural and remote. Meeker and Craig are 250 and 200 miles, respectively, from the nearest metropolitan center.
2. Both towns have librarians, Extension Service Agents and community college outreach coordinators willing to assess the need for such facilities and to help coordinate a plan to make such learning facilities available.
3. Both communities have existing facilities which could house the learning resource center. A room has been prepared in the community center library complex in Meeker for the LRC. In Craig, there is a new library willing to house the LRC.
4. There is a need for LRC's in each town. The needs assessment survey conducted in 1981 revealed that both professional and non-professional clientele had not been able to obtain information and education that they needed for personal development or for career goals and demands.

Demographic Characteristics

Both communities are in north west Colorado, with 70% of the land in each county being either federal or state owned.

Transportation from both communities is by private vehicle, one daily bus, or chartered air flight. Commercial flights may be taken from Steamboat Springs, Grand Junction or Denver, all many miles away. Plus the cost of this transportation is extremely costly.

Both communities are county seats and have hospitals serving large rural areas. Each town is served by its own police department, volunteer fire department, and have professional services offered. School systems in both towns are K-12.

Meeker (in Rio Blanco County)

The 1980 census figures show Meeker with a population of 2356, evenly divided between males and females. The major race is white. The median age of both sexes is 28.3.

Government operations (state, federal, county and local) employ the largest segment of the labor force. Mining and other energy related operations are major employers, however, in recent years this has fluctuated due to the ups and downs in the coal and oil shale industries. Agriculture is another significant employer. The next significant employer is the trade area and tourism.

Craig (in Moffat County)

The population of Craig is 13,500 people with the average age being approximately 30 years. During the past eight years the population has tripled with the impact from coal mining and energy production. Agriculture is an employer, but the numbers employed therein has steadily declined. Other county industries include gas and oil, lumber and tourism.

The average family income is \$15,000 per year.

Craig is the major shopping hub of northwest Colorado. Craig services over 30,000 people for such items as food, clothing, home and ranch needs and professional and human services.

Current Educational/Informational Services

Meeker & Craig

The Meeker Public Library, located within the Freeman Fairfield Community Center Complex, houses 13,071 volumes and subscribes to 39 periodicals. They have 1812 registered borrowers and direct circulation to users was 27,352 in 1981.

The Craig library has recently moved into a new building. They have approximately 40,000 volumes, with 75 periodical subscriptions and a direct circulation to users of approximately 80,000 to approximately 5000 borrowers. In the past they have had an Arts and Humanities film series and a film series for the handicapped. They also have outreach book lending programs to the two other smaller, distant communities within the county.

Both libraries current primary function is in book lending; however there is also a story hour for preschoolers and some films are available for viewing. Both libraries serve as information centers for newcomers to the communities and for those people doing surveys within the county.

Colorado Northwest Community College in Rangely (in Rio Blanco County, 60 miles west of Meeker) has Outreach Centers in both Meeker and Craig. Coordinators at both of these Outreach Centers as well as public school officials and Extension Service Agents who offer informal adult education are all willing and excited about working together through a LRC.

Program & Information Needs

During the impact years of 1972-82, Meeker and Craig have had numerous studies done in various areas of social impact, many of which have shown the need for educational and informational service enhancement. The studies by Bill Freudenberg, Yale University; Department of Sociology, University of Colorado; Department of Sociology, Colorado State University; Extension Service, Moffat County; Energy Impact Committees of Moffat County & Rio Blanco County and others concerned Social Impact and Societal growth as well as educational and energy related needs. In the educational area the need for Graduate and Undergraduate level courses and more vocational education was emphasized. Again, because of the isolated nature of the community, no institution of higher education is close enough to provide this service. However through an Educational Outreach Advisory Council in Moffat County which consists of persons enrolled in the graduate school at Colorado State University, School Administration, Social Services, Extension and Colorado Northwest Community College, courses have been brought in on the graduate level from Colorado State University, Colorado University and Western State College. The need for more diversified and complete course scheduling is evident. The Library Resource Learning Center would broaden the Educational base of the area and provide the library backup for a more diversified University schedule.

Recertification for educators, for professionals in the human and animal health fields, and for others such as clergy, law enforcement and fire protection fields would be much more obtainable and affordable through LRC's.

II. Organizing the Community Committee

It is planned that each community will organize committees representative of that community. However, in general, the committees will be comprised of individuals representing the following:

- Local library board
- Colorado Northwest Community College Outreach
- Cooperative Extension Service
- Public schools
- USDA agencies
- Agriculture
- Mass media
- Business sector (Chamber of Commerce)

Industry
Health field
Local government
Human Resource Council
Other professional groups
Senior citizens
Lay user clientele
Social and/or civic organizations
Churches

The committees would be composed of probably no more than 15 people who would serve on a rotating 1,2,3 year term basis. These groups would help plan, assess and implement programs for each community.

III. Establishing the State Resource Council

The State Council in Colorado should be composed of two representatives per local council plus representatives from the Colorado Council on Higher Education and/or Colorado Department of Education, cooperating universities and colleges, Industry, the Bar Association, State Medical Society and/or the State Department of Health, the state library and a director of one of Colorado's regional library service system, and others who may be interested.

IV. Existing Networks in the State of Colorado with northwest Colorado

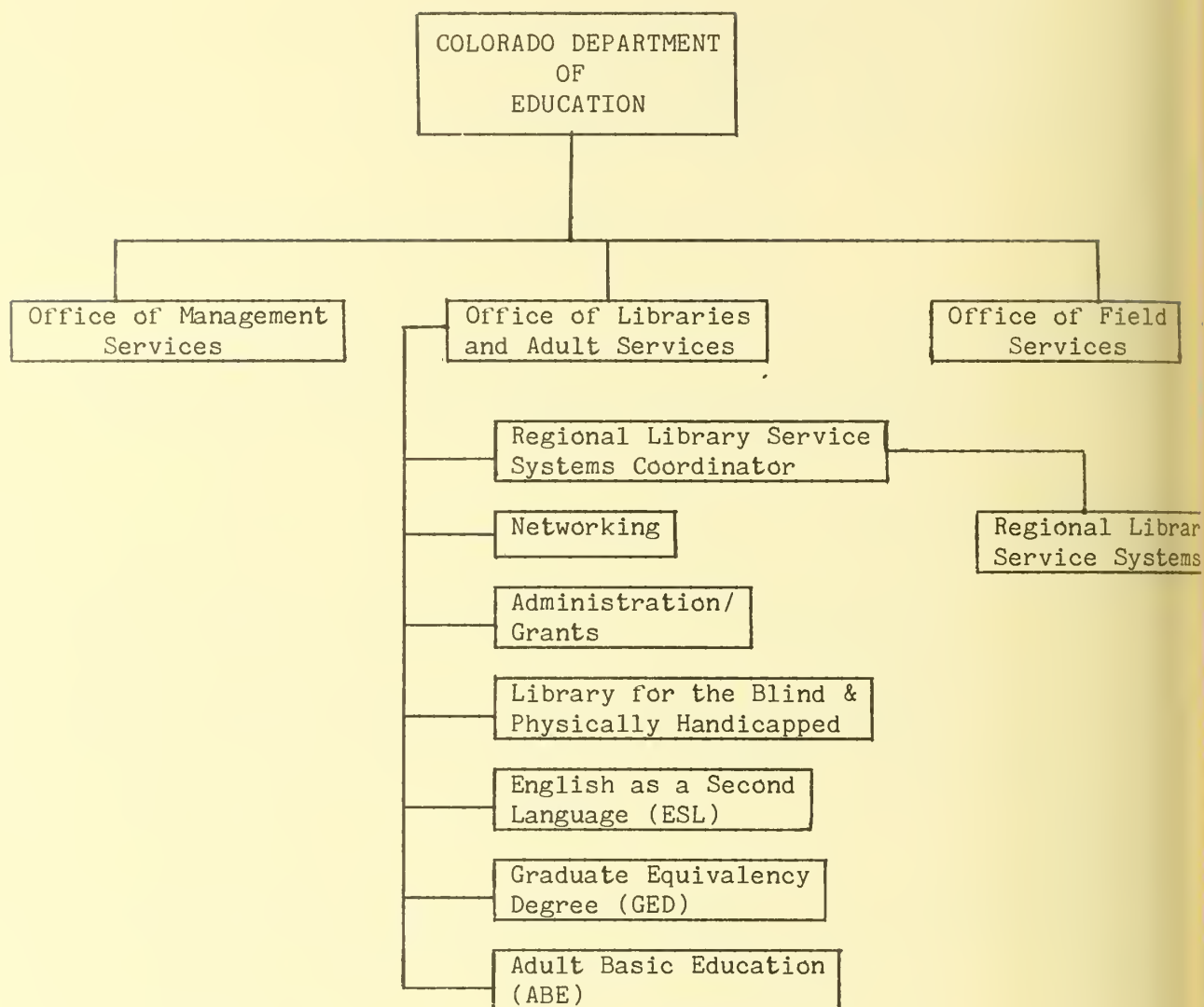
The following is a diagram of Colorado's Regional Library Service Systems. A description of the Colorado Library Network is included. University libraries are inter-connected through a network called CARL, a description of which is included.

REGIONAL LIBRARY SERVICE SYSTEMS

Funded mostly by state funds, the Regional Library Service Systems are independent institutions which report to autonomous boards of directors. However, as most of their funding does come from a budget item within the Colorado State Library's annual budget, they also accept the State Library's role as coordinator of the Regional Library Service Systems and there is such a position established on the staff of the State Library.

Diagram on following page

Colorado-4



The biggest network is the Colorado Library Network which is now about to enter Stage Three of its development. The project, funded with a combination of state and local monies, will eventually tie every library in the state into a network through which the libraries will have access to all materials in every major collection in the state. As it is now conceived, a small rural library would have WATTS access into a computer (or a person inputting to a computer) located at its local regional system headquarters. The system would have access to the state database (covering books, records, audio-visual, serials, etc.) and would call for the items needed to be sent.

Currently, the project has the major libraries inputting into a database and forming interconnections among themselves. Also, all the system computers have been ordered and are about to be put in place. The last piece, the interconnection between systems and the major databases will not take place for at least another year. Until then, the system will be plugged directly into Denver Public Library and the University of Colorado at Boulder and will have most of their requests filled by these two institutions.

Another network already in place in Colorado is the On-Tyme Electronic mail network used by most of the libraries, all of the system headquarters, and the State Library. Through this network, messages will be relayed, memos sent, and on the whole, the problems of getting mail across the largest mountain range in this hemisphere will be avoided. Currently, the On-Tyme network is funded by the State Library, and it is expected that local funds will pick that network up in approximately a year.

The above are the main networks that are applicable to this project but the following are also in existence:

The Denver, Boulder, Jefferson County, Littleton, and Aurora Public Libraries are currently involved in a massive networking project interconnecting their collections and loan services.

The six largest academic libraries in the state, along with the largest public library, are combining all their collections into one major database so as to facilitate interlibrary loan and collection development.

Aurora Public, Arapahoe County, and Aurora public schools are all part of a network to share services. The new community college envisioned for Aurora will use Aurora Public as its library and will become part of the network.

Pikes Peak Library District, the Air Force Academy and the University of Colorado at Colorado Springs have also a network to share resources and materials.

There are numerous other cooperative endeavors occurring in libraries across the state but these are probably the most germane. It may also be important to remember, too, that Denver is the headquarters for Bibliographical Center for Research, which is the vendor of numerous networking services in most of the states involved in this project.

The existing networks consist of the Continuing Education Program from Colorado State University of Colorado, Western State College and outreach program in education just starting from Mesa College, Assistance from the Rural Outreach Kellogg Grant, Extension Service, and the Three River Library System at New Castle, Colorado.

The rural library patron is mainly serviced through the Three Rivers Library System located at New Castle, Colorado, which provides a library network to all libraries in the United States.

The continuing Education programs in Northwest Colorado is handled by the Moffat County and Rio Blanco Extension Offices and the Colorado State University Continuing Education Director in Grand Junction as well as the Continuing Education Departments at Colorado State University and University of Colorado and the Social Work and Educational Departments and Rural Outreach Council at Colorado State University as well as Colorado Northwest Community College.

V. Goals Complementary

The goals of this project are complementary to the goals of the Colorado State Library, Cooperative Extension Service, and Colorado Northwest Community College. As an example, the goal statement of the State Library is "to ensure equal access to information for all Colorado Citizens without regard to age, physical or mental health, place of residence, or economic status". One of the primary missions of the community college is to provide education for the residents within its district boundaires.

The Cooperative Extension Service is dedicated to help people help themselves and improve the quality of their lives. Through the development of LRC's, these goals will be more nearly achieved.

IV. Educational Thrusts

The educational thrusts which we suggest being made during the first year are:

1. Training the local manager.
2. Manager helping and establishing the Advisory Board in connection with the Library Board.
3. Establishing the state Advisory Board and network.

4. Communicating the program to the public with good public relations.
5. In the last six months some structured programming could be initiated, in regard to developing educational programs as directed by local advisory committees.

VII. Technologies and Equipment currently available

Meeker

In the Meeker Public Library, the following are currently available:

- 2 microfiche viewers
- 1 microfiche viewer-printer
- ½" vidio cassette recorder and monitor
- 1 carousel slide projector
- 1 cassette tape player
- 1 turntable
- 1 filmstrip viewer
- 1 16mm film projector
- 1 copy machine

In the room established near the library for the LRC are:

- 1 cable TV outlet
- 80 chairs
- 1 desk and chair
- office space
- telephone connections

Craig

Available within the Craig Moffat County Library are:

- 1 16mm projector
- 1 8mm projector
- 1 screen
- 1 microfilm reader
- 1 microfile reader
- 1 filmstrip projector
- telephone connection
- space for equipment



COLORADO DEPARTMENT OF EDUCATION

State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 866-2212

Calvin M. Frazier, *Commissioner of Education*

December 1, 1982

Mr. Glen Wilde
Utah State University
Logan, Utah

Dear Mr. Wilde:

As you know, I have been interested in this project almost from its inception. Any concept that brings increased educational access to our rural areas would gain my interest but one as well conceived and innovative as this project gets my heartiest approval. You and your committee have done a marvelous job researching the state's need and coming up with an answer that is both technologically exciting and community based.

Since my own spheres of interest include library services as well as adult services, I am particularly aware of the potential in the Learning Resource Center concept. Too many times our libraries are not seen as the tools of life-long learning that they can and should be. Such a program as this allows us to attempt new strategies in education while at the same time using a community institution already in place that is also well recognized and accepted in the community.

We in Colorado look forward to the establishment of the Learning Resource Centers as examples of cooperation between two major educational institutions in the state, the library and the university. You may expect us to support this project in any way we can.

Sincerely,

A handwritten signature in cursive script, reading "Anne Marie Falsone". The signature is written in dark ink and is positioned above the typed name.

Anne Marie Falsone
Assistant Commissioner
Office of Libraries and Adult Services

AMF:ap



The Libraries

Colorado State University
Fort Collins, Colorado
80523

December 14, 1982

Ms. Laurel Kubin
Extension Agent (Family Living)
Cooperative Extension Service
Colorado State University
County Fairgrounds
P.O. Box 270
Meeker, CO 81641

Dear Ms. Kubin:

Your interest in submitting a proposal on Learning Resource Centers in Rural Communities to the Kellogg Foundation is acknowledged as outlined during our meeting here on December 8, 1982.

We fully support your proposal in principle. We can supply access to the CSU collections under the terms of your project only with the understanding that our first priority is to provide the students, faculty, and staff of Colorado State University the resources and services of our research library.

Sincerely yours,

Le Moyne W. Anderson
Director of Libraries

LWA:r1

xc: Burns

PUGHE and FISCHER
Attorneys at Law

JAMES M. PUGHE
502 Yampa Ave.
P.O. Box 7
Craig, Colorado 81626
(303) 824-3231

December 2, 1982

MARK J. FISCHER
127 W. Jefferson
P.O. Drawer 490
Hayden, Colorado 81639
(303) 276-3539

Moffat County Agriculture
Extension Office
Moffat County Courthouse
Craig, CO 81625

TO WHOM IT MAY CONCERN:

I have been asked to review the Project Summary Sheet concerning the funding of a telecommunications center in the new Craig Library from the perspective of the Northwest Colorado attorneys.

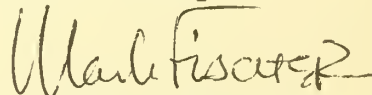
A computer center with access to one of the computer research softwares (West-Law is one) would be extremely helpful to rural attorneys. Money for the Court Library is limited, and that Library is in no way an adequate legal research facility for even the general practice attorney. A computer research facility would be very helpful for my practice.

I believe the lawyers should contribute to the cost of the software and then be charged a user fee for the use of the computer.

This research facility would also, of course, be open for general public use by the paying only of the user fee.

More details as to the number of attorneys who would want to participate and the cost of the service should be ascertained before any final decision could be made. However, I am excited about the prospects of this project and would strongly encourage its fruition.

Yours truly,



Mark J. Fischer
Attorney at Law

jv

MOFFAT COUNTY COMMISSIONERS
MOFFAT COUNTY COURTHOUSE
221 W. VICTORY WAY -- PHONE 824-5517
CRAIG, COLORADO 81625

2 DEC 82

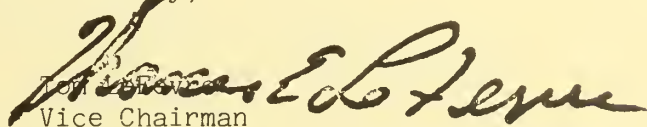
To whom it may concern:

The Commissioners of Moffat County would take this opportunity to voice their support for the proposed Learning Resource Center (LRC).

We feel that our new library facility would greatly benefit from such a project. The facility will be used by a large number of Moffat County residents. The largest body, the City of Craig, has a population which consists of both business and agricultutral-type individuals. It is our hope and understanding, that the LRC can be utilized by government, business and educational entities. We are eager to see the LRC used to its potential by as many organizations in this area as possible.

I hope this information has been useful. Please contact our office for any additional support or assistance which you may require.

Sincerely,


Thomas E. Lefevre
Vice Chairman

TL/cks



James H. Bos

President

COLORADO NORTHWESTERN COMMUNITY COLLEGE

Rangely Colorado. 81648 Phone 675-2261

December 13, 1982

Ms. Laurel Kubin
P.O. Box 270
Meeker, CO 81641

Dear Ms. Kubin:

On behalf of Colorado Northwestern Community College, we believe the Library Resource Learning Center proposal would serve Northwestern Colorado by means of providing services to the people not readily assessible at this time. Although the proposal addresses the needs in other states as well as Colorado which would reveal similar needs to our region, the uniqueness of the proposal identified with Colorado would relate specifically to our college service area. If the proposal would be funded and the home campus (Rangely) had the opportunity to expand its present services to include the libraries at Craig, Meeker, and the other LRC's sites specified in the funding request, the entire populace of northwestern Colorado would be able to benefit from the media resources linkage system.

In respect to representation on the State Resource council, I would recommend the following respective of Colorado participation:

- 1 - Colorado State University Extension Service
- 1 - Colorado Northwestern Community College Librarian
- 1 - County Commissioner

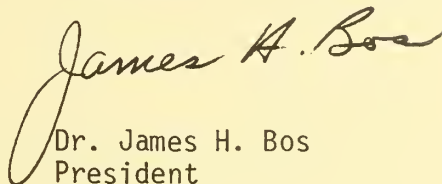
In regards to present network structure, the linkage with the Rangely CNCC Campus would be significant. Congruently, the involvement with the already formulated media services representing the Rocky Mountain area would be an asset as a backup to the LRC centers. Also, the relationship that has been established between Colorado Northwestern Community College, the public schools, and Colorado State University would be a natural combination to implement the goals of the proposal.

With the world of data availability and the trend toward computerization, the applicability of telecommunications networking would be of tremendous value relative to our efforts in servicing northwestern Colorado both in an educational and

community services sense.

In summary, on behalf of Colorado Northwestern Community College, may I express our support for the Library Resource Learning Center proposal to the Kellogg Company Foundation.

Sincerely,

A handwritten signature in cursive script that reads "James H. Bos". The signature is written in dark ink and is positioned above the printed name and title.

Dr. James H. Bos
President

JHB/mw
enclosure



OFFICE OF
BOARD OF COUNTY COMMISSIONERS
RIO BLANCO COUNTY
BOX 1047
MEEKER, COLORADO 81641

November 30, 1982

Laurel Kubin
Extension Agent (Family Living)
P. O. Box 270
Meeker, Colorado 81641

Dear Laurel:

As the Board of County Commissioners for Rio Blanco County, we are pleased to see that Meeker has been chosen as a site for the development of a Community Learning and Information Center.

Numerous Rio Blanco County residents would benefit from such a Center. Due to Meeker's remote location, it is often difficult to obtain information and education in a timely fashion. Local professionals and other adult learners frequently have to travel to distant colleges and universities to obtain education for re-certification or for work towards a degree program. This involves a considerable expenditure of time and money. Having a delivery system in place whereby these learners could obtain information and education locally would make it less expensive and provide greater time efficiencies for these people.

Using telecommunications to enhance the local library and other informational and educational systems is a very promising plan. The potential applications are nearly limitless.

We're very glad to see the many agencies and institutions which are working together on this endeavor to meet the needs of rural people. We heartily support the development of these Learning Centers and wish you well in acquiring the needed funding.

Sincerely,

Allan Jones

Allan Jones, Chairman
Rio Blanco County Board of Commissioners

AJ:bs

Division of Continuing Education

Colorado State University
Fort Collins, Colorado
80523

Rockwell Hall
303/491-5288

December 14, 1982

Laurel Kubin
Extension Agent
Rio Blanco County Extension Office
County Fairgrounds
P.O. Box 270
Meeker, CO 81641

Dear Ms. Kubin:


It has been documented that more than 58 million adults are currently involved in some form of continuing education in the United States. Unfortunately, most of them are urban dwellers being served by the colleges and universities which are likewise located for the most part in urban areas.

At Colorado State University, the Division of Continuing Education is making every effort to modify this trend so as to include the adult student populations of many rural communities of the state and thereby make continuing higher education more accessible than it has been heretofore.

In the meantime, the Division received your copy of the proposal for Learning Resource Centers and was delighted to learn of its intents. The entire notion of providing resource centers in sparsely populated areas of this region of the United States is an idea that coincides beautifully with the goals and objectives of the Division.

We enthusiastically support the proposal and look forward to coordinating our efforts with you in order to bring the academic function of Colorado State University to the rural communities of Colorado.

Sincerely,


John C. Snider
Assistant Academic Vice President

JCS/nlv

Branch Offices:

221 E. 29th St., Suite 112
Loveland, Colorado
80537
303/669-1701

2004 N. 12th St.
Grand Junction, Colorado
81501
303/243-9595

P.O. Box 790
Montrose, Colorado
81402
303/249-7009



December 15, 1982

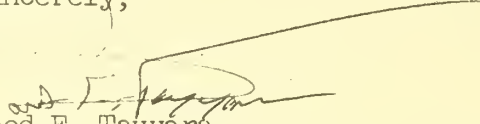
Laurel Kubin
779 Sulfur Creek Road
P.O. Box 270
Meeker, CO 81641

Dear Ms. Kubin:

The City of Craig would like to express its support for the Library Resource Learning Center proposal being submitted to the Kellogg Company. We feel it would be an important addition to the resources available in this community and would like to see the project go forward.

I would also like to see a representative from the Moffat County Library serve as a representative on the State Resource Council as proposed. Such a project will augment and be beneficial to the programs being carried on by the Craig Moffat Library and Colorado State University Extension Service. As Craig grows, the need to expand the resource center has become evident and this project will meet many of the needs of the Craig area. Therefore, we hope the proposal goes through.

Sincerely,


Saed F. Tayyara
Mayor

cc: Barbara Pughe
Extension Agent, Home Ec/
Moffat County Courthouse
221 W. Victory Way
Craig, Colorado 81625

300 West Fourth Street Craig, Colorado 81625

Administration
Building

824-8151
824-6538

Engineering
Parks & Recreation

824-6538
824-6538

Police
Refuse

824-8111
824-8810

Road & Bridge
Water & Sewer

Moffat County

School District

Re. No. 1

775 Yampa Avenue • Craig, Colorado 81625 • (303) 824-3268

December 8, 1982

Dear Sir:

The Moffat County School District Re-1 is located in a remote area of Colorado that does not have adequate access to information that is needed. The population has been and is still increasing due to energy impact.

The District endorses and supports the concept of a co-operative effort to establish a Library Resource Learning Center to meet the growing population and remoteness needs of our area.

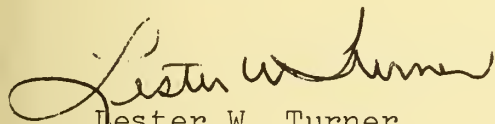
We would like to see a representative of school districts on the State Resource Council to represent the needs of the students in this area. School districts are organized under the Colorado Department of Education.

There is a materials loaning network (Three Rivers Regional Library System) available now, but the information has to be phoned or written for and the material is delivered by mail over a period of a few days. The proposal would certainly expand the offerings plus decreasing the time lag.

Any proposal that increases the access to information would certainly be appropriate to the needs of isolated rural schools such as ours.

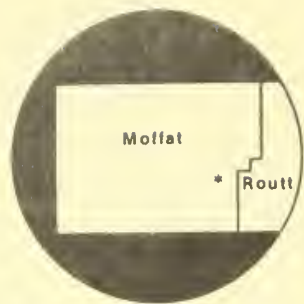
Thank you for your consideration.

Sincerely,



Lester W. Turner
Assistant Superintendent
for Instruction

LWT/djs



The Memorial Hospital

(303) 824-9411 • 785 RUSSELL STREET • CRAIG, COLORADO 8162

December 10, 1982

W. K. Kellogg Foundation

Gentlemen:

Educational efforts at The Memorial Hospital will be definitely enhanced by the proposed "Community Learning and Information Center."

Our Library currently serves nursing, respiratory therapy, dietary, physical therapy, infection control, laboratory, radiology, emergency services, medical records, and hospital management. The physician community also interfaces with these disciplines.

Budget frugalities make it difficult to keep abreast of educational requirements for professional people. Continuing education is a necessity. The physicians have one educational offering per week. Other departments have at least two per month. It is difficult to find supportive material for presentation with limited available resources. The Memorial Hospital has budgeted for the HINTS program through our regional medical library, Dennison Library, at the University of Colorado Health Sciences Center, in order to have computer searched bibliographies and interlibrary loans.


As a member of a northwestern Colorado consortium, along with Meeker, Rifle, Steamboat Springs, and Rangely, we are assisted with ideas for sharing and developing resources. This group has also applied for a library grant through the National Library of Medicine.

Western Colorado Health Educational Center (AHEC) and the Colorado Hospital Association also have available reference materials that our employees may use.

Other organizations represented indirectly by this institution include: The Colorado Medical Society, Colorado Nurses Association, American Society of Clinical Pathologists, American Registry of Radiology Technologists, Accredited Recording Technician, American Physical Therapy Association, American Association for Critical Care Nurses, American Association of Operating Room Nurses, American Dietetics Association, American Association of Family Practitioners, Colorado Hospital Association, and Health Care Financial Manager Association. It would appear that any of our locally represented professionals would be assets to the state resource council.

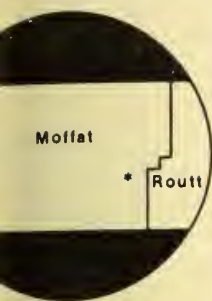
Our institution is sincerely interested in this potential service for our community; and totally support this worthwhile project.

Sincerely,


Francis P. Weston
Administrator

Attachments: Hospital Purpose and Educational Policy, and Philosophy Statement

FPW:cb



The Memorial Hospital

(303) 824-9411 • 785 RUSSELL STREET • CRAIG, COLORADO 81625

MEDICAL STAFF

December 10, 1982

CONTINUING MEDICAL EDUCATION

PROGRAM GOALS AND LEARNING OBJECTIVES

To keep abreast of changes in medicine which update treatment and prevention of disease by taking advantage of documentation on medications and advances in research.

To stress wellness.

To address the health consumer, and community health needs.

Develop a holistic approach programs including spiritual, social, emotional. physical, teaching needs of patients.

MEEKER SCHOOL DISTRICT NO. Re-1

MEEKER, COLORADO 81641

BILL ERTMER

Assistant Elementary Principal

POST OFFICE BOX 988

PHONE 878 - 5735

BOB KING

Superintendent

POST OFFICE BOX 1089

PHONE 878 - 5752

DICK FLAHERTY

Junior High School Principal

POST OFFICE BOX 6

PHONE 878 - 552

MEL BROWER

Intermediate School Principal

POST OFFICE BOX 868

PHONE 878 - 5207

JIM HANKS

High School Principal

POST OFFICE BOX 1

PHONE 878 - 595

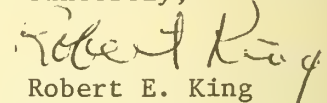
Mrs. Laurel Kubin
Rio Blanco County Extension Office
P.O. Box 270
Meeker, Colorado 81641

December 1, 1982

Dear Laurel:

I would like to express my support for the Learning Resource Center Project. I am certain that the provision of more access to information to our citizens can be accomplished by the project and that it will enhance the use of the library, both of which are worthy community goals and deserving of support from all segments of the community and especially from educational institutions.

Sincerely,



Robert E. King

Meeker School District Re-

kkd

MAR 09 1982

CRAIG-MOFFAT COUNTY LIBRARY

651 Yampa Avenue

Craig, Colorado 81625

March 5, 1982

Mrs. Barbara Pughe
Moffat County Extension Office
Moffat County Courthouse
Craig, Colorado 81625

Dear Barbara:

The Craig Moffat County Library Board supports the Satellite Learning Resource Center program and would be willing to work with a local committee to further study the use of this program in Craig.

We would be interested in housing the equipment, if we find with further information that we would be able to accomodate it in our new building.

Thank you for meeting with us to explain the program.

Yours truly,



Joann Stoddard
Corresponding Secretary



December 10, 1982

TO WHOM IT MAY CONCERN:

The Colorado Northwestern Community College Service Area Center is very much in support of the Intermountain Community Learning and Information Services project. We have realized for a number of years the need for cooperative efforts between public and private institutions in order to provide the maximum educational benefits for rural residents. Since Craig, Colorado is the only major urban center for residents within a 8,600 square mile area, we firmly support the idea of this community being one of the participating Centers.

The major philosophy of C.N.C.C. is that "the opportunity to learn should be made available to all students regardless of their economic status or previous preparation and programs devised to meet individual and societal needs". One of their major objectives is to "make available educational opportunity beyond high school to every citizen and to provide educational services to the three-county area located in Northwestern Colorado". Along these lines is the obvious need to cooperate and share all educational resources that exist either within the community or outside.

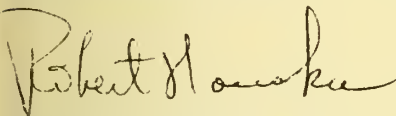
Within the C.N.C.C. Service Area, rural residents have access to most two-year course offerings on a year round basis. What is lacking is the ability for residents to pursue their educational majors beyond the Associate Degree while remaining in the area. Neither of the two major universities in Colorado have full time staff in the area to specifically work at the design and establishment of upper level courses.

The other major educational need that has been identified within this region is that of "providing professional materials and information to assist community leaders, in both public and in private organizations, in their decision making process." The lack of funds in both public and private institutions within the area prohibit the collection of these needed educational resources

COLORADO NORTHWESTERN COMMUNITY COLLEGE
775 Yampa Avenue Craig, Co 81625
303-824-4078

In closing, it is the feeling of the C.N.C.C. Service Area staff that close consideration should be given to providing the right mix of people for membership on the State Resource Council. We feel that C.N.C.C., both campus and service area personnel, should have representation on this Council since this institution can be viewed as both a "resource" for and a "user" of this system. Also we support the concept of having this Council representing more of the local sector interests since this is where the problem-solving capabilities of the system will be tested. A working committee of no more than 15 members, with the majority being community-based, would be sufficient.

Sincerely yours,

A handwritten signature in cursive script, reading "Robert Houska". The signature is written in dark ink and is positioned above the typed name.

Robert Houska, Ed.D.
Vice-President for Service Area Development

CRAIG-MOFFAT COUNTY LIBRARY

651 Yampa Avenue

Craig, Colorado 81625

To Whom it May Concern:

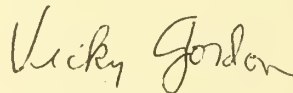
The Craig-Moffat Library is quite excited at the prospect of housing the proposed Library Resource Learning Center. We have just moved into a new facility; therefore, we do have adequate space for this additional equipment.

We feel that the Library is the logical choice for the location of the Learning Center because of easy accessibility for members of the community, both city and county. The Center would, of course, be made available to all groups in the community, educational, service, recreational, etc. plus availability to individuals. Because of the geographic isolation of northwest Colorado, the Learning Center would be a tremendous asset in fulfilling the need for further Outreach Education in this area.

Present equipment on hand at the Library includes: a 16mm and 8mm projector, a screen, a microfilm reader, a microfiche reader, and a Dukane filmstrip projector. Needless to say, the Learning Center would be a welcome and very useful addition to our present inventory.

One of the goals of our organization is to meet and reach as many individuals in Moffat County as we possibly can. We would be able to incorporate the Library Resource Learning Center within our Library system quite efficiently. This addition would greatly enhance our present system. We ask that you give this proposal your serious consideration.

Sincerely,



Vicky Jordon
Corresponding Secretary
Craig-Moffat County Library Board

VJ:lm



Colorado Northwestern Community College

Service Area Office

Box 986

Phone (303)878-5228

Meeker, Colorado 81641

MEMORANDUM



OUTREACH EDUCATION

TO: Laurel Kubin DATE: December 2, 1982
FROM: CNCC/Meeker Coordinator SUBJECT: Learning Resource Center

The CNCC/Meeker Office is in support of the Learning Resource Center.

From an educational aspect it will be an excellent means of identifying and providing information and resource material for anyone wishing to further their education either formally, (Undergraduate, Graduate, or Upper Division); or informally, (self improvement and/or for business purposes).

The Centers capability, as a link between the community and resource materials, would be limited only by individual and organizational creativity.

Lastly, cooperation between supporting organizations such as CNCC, CSU Extension Office, Meeker Public Library, and the Meeker School District would be increased, all working toward a common goal: establishment and maintenance of the Learning Resource Center to meet the educational needs of adult learners in the Meeker area.

Sincerely,

William R. Rucker

William R. Rucker
CNCC/Meeker Coordinator

cc: Dr. Robert Houska

COLORADO NORTHWESTERN COMMUNITY COLLEGE

December 13, 1982

To Whom it May Concern:

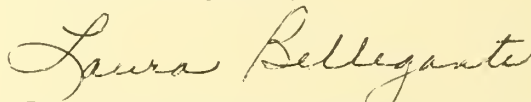
I wish to lend my complete support to the Library Resource Learning Center Proposal. I feel that the eight-site network will provide an invaluable resource for this area, providing access to materials and information that the great distances in our sparsely-populated states make nearly impossible to obtain in any practical way. A short drive to the Craig Public Library is possible for most of the people in our area: the travel required to make use of metropolitan or University libraries is prohibitive for most.

I would like to see a representative of Colorado Northwestern Community College represented on the state resource council. In addition to our own programs through three Outreach offices and the main campus at Rangely, we are now providing liason with students taking upper-division undergraduate courses with Mesa College, and working cooperatively with Colorado State University in bringing graduate-level classes to Northwest Colorado. The people in our communities look to us more and more as a resource, and we could provide a natural information link between the populace and the council.

In addition to the post-secondary network mentioned above, we are served in this area by the Three Rivers Regional Library System, which provides inter-library loan of printed materials on a regional, state, and national basis. We work very closely with the public school system in our area also. As the students and staff are already familiar with computer units and methods, the addition of some peripheral systems to the existing hardware might provide direct access to the Craig learning center at some future date. Our Public Library has an interest in providing access to information in this way in the near future, as well.

My experience with an Outreach center of the Community College has clearly indicated to me that the people of this area have long desired and make good use of educational resources when they are available. I sincerely hope that you will be able to assist in making this a reality.

Very truly yours,



Laura Bellegante, Hayden Off-Campus Coordinator
Colorado Northwestern Community College

PIONEERS HOSPITAL

OF RIO BLANCO COUNTY

345 CLEVELAND

MEEKER, COLORADO 81641

(303) 878-5047

JOHN M. OSSE
Administrator

December 16, 1982

Mrs. Laurel Kubin
Rio Blanco County Extension Office
Colorado State University
P. O. Box 270
Meeker, Colorado 81641

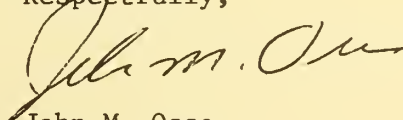
Dear Mrs. Kubin:

I am pleased to hear the Extension Service is attempting to establish a Learning Resource Center in the Freeman Fairfield Center in Meeker. The need for continuing education for all aspects of the hospital and nursing home has represented a challenge which is compounded by our location. It is often necessary to either send members of our staff to other towns and cities within the state or, ask that the necessary expertise come here which usually amounts to a significant expense. I feel the Learning Resource Center poses a possibility whereby much of the material we utilize could be secured and utilized here. This material hopefully, would include items involving medicine, nursing, accounting, administration, personnel management, infection control, etc. information.

I endorse the concept that you are proposing and sincerely hope it can be realized.

Please feel free to contact me regarding any questions.

Respectfully,



John M. Osse
Administrator

JMO/sw



DIRECTORS

STEVEN D. HARP
President

LYNN K. WHITEMAN
Vice President

LO ANN KLINGLESMTIH
Secretary

EMMA LOU FRISBY

BEVERLY SHAW

SAM F. LOVE

ROBERT H. CRAWFORD



5731 State Highway 13
Meeker, Colorado 81641
(303) 824-4451

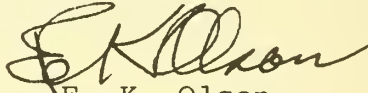
December 15, 1982

To Whom It May Concern

By this letter the Colowyo Coal Company expresses its support for the proposed Intermountain Community Learning and Information Services project.

Ninety-nine percent (99%) of Colowyo's total work force lives in Meeker and Craig, Colorado, the two Colorado communities to be involved in the proposed Learning and Information Service. Colowyo thinks that this proposed Service can improve the quality of education available in these communities, and it will expand the resource information available to the general public through the libraries in Meeker and Craig. Colowyo supports these project objectives, because it believes they will benefit its employees and, indirectly, the company.

Very truly yours,


E. K. Olson
President

EKO/lr



MEEKER REGIONAL LIBRARY DISTRICT

MEEKER PUBLIC LIBRARY

200 Main Street
P. O. Box 238
MEEKER, COLORADO 81641

(303) 878 - 5911

December 6, 1982

To: Kellogg Foundation

Re: Intermountain Community Learning
and Information Services: The
Delivery of Needed Educational
and Information Resources to
Rural Americans

Although the Meeker Regional Library District is not a sponsoring participant in this learning resource center project, the library board supports the concept of this project. This board believes that the proposed services could be beneficial to our community in meeting the educational and informational needs of its citizens.

Meeker Regional Library District

Tom Pysto

Tom Pysto, President



Office of the Director

January 10, 1983

Cooperative Extension Service

Colorado State University
Fort Collins, Colorado
80523

TO WHOM IT MAY CONCERN:

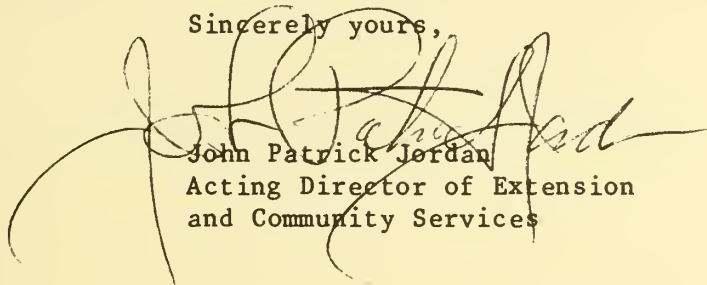
Re: Proposal--Intermountain Learning and
Information Services
(Colorado, Montana, Utah and Wyoming)

The proposal demonstrates the Learning Resource Center concept in two rural communities in each of these four Western States. It is an ambitious proposal deserving serious consideration for two primary reasons: (1) because of its involvement of local community leaders from the beginning in the development, together with the appropriate representatives from libraries, universities, Cooperative Extension Service and community colleges; and (2) because of the current relevancy of the design and content of the demonstration. As the rapidly expanding information base becomes more accessible via new electronic technology libraries and institutions of higher education, we'll be required to develop new institutions for life-long learning. Not only does user-demand speak to such a need, but also so do declining budgets and requests by funding agencies for more accountability and less duplication of effort. Therefore, we support the proposal in concept and principle.

However, there is necessarily some recent emerging realism concerning budgeting and/or reassigning staff to the project that was different at the initiation of the project in 1981. It will be necessary for us to consider only in-kind contributions from our staff within the priorities of their job descriptions. This is true for both state level and county level staff. Recent severe funding cuts (FY82 and FY83) make these considerations necessary. Hopefully, the considerations can be negotiated with the grantor in a positive way toward implementing the project. Again, this project, as are many others, is caught in the "New Federalism" push to require more resources to be generated locally.

In summary, as Director of the Colorado Cooperative Extension Service, I wish to endorse the project within the limitations currently placed on our program resources. Our local Extension agents in Meeker and Craig as well as our State Community Development staff will support the project to the extent their resources permit. They continue to be enthusiastic about the project proposal.

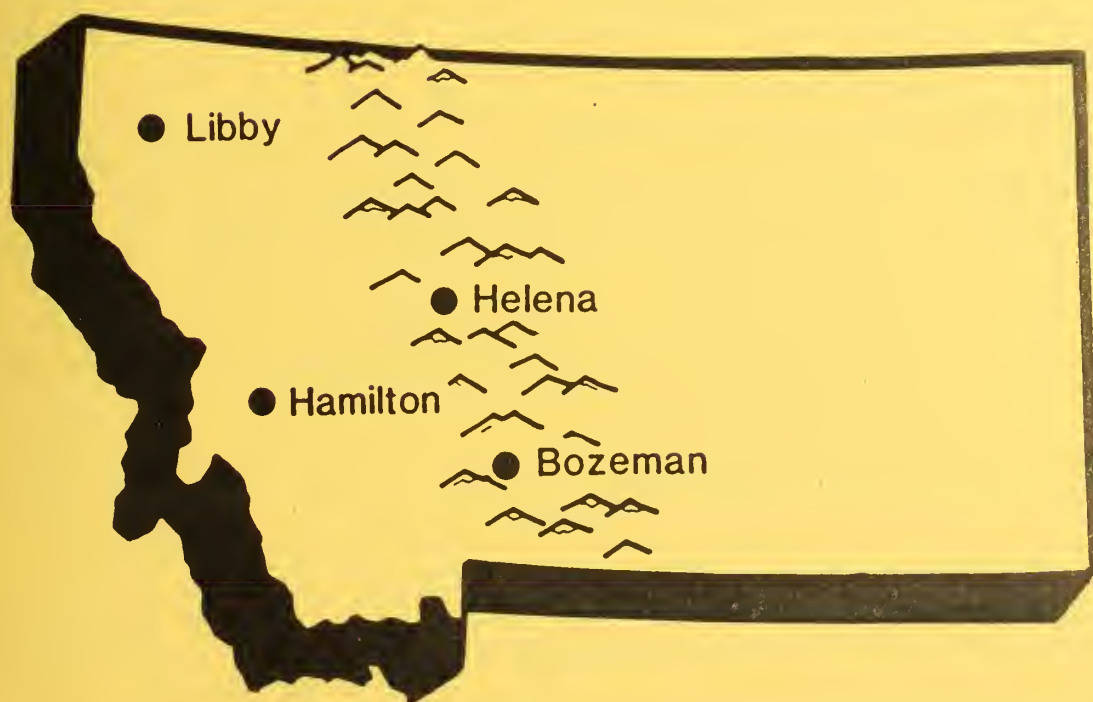
Sincerely yours,

A large, stylized handwritten signature in dark ink, appearing to read 'John Patrick Jordan', is written over the typed name and title.

John Patrick Jordan
Acting Director of Extension
and Community Services

cc: Don Chadwick
Laurel Kubin
Ken Oakleaf

MONTANA IMPLEMENTATION PLAN AND DOCUMENTATION



March, 1983

MONTANA

State and Community Implementation Plan Community Learning and Information Center Project

CONTENTS

	<u>Page</u>
INTRODUCTION	1
I. COMMUNITY SITES	1
Site Selection Factors	1
Demographic Characteristics	2
Hamilton	3
Libby	3
Current Education/Information Needs	4
II. THE COMMUNITY COMMITTEE	6
III. THE STATE RESOURCE COUNCIL	7
IV. EXISTING NETWORKS, LINKAGES, AND SERVICES WHICH PROVIDE FOR INFORMATIONAL AND EDUCATIONAL DELIVERY IN MONTANA	7
Library Networking	7
Montana Health Science Information Network - MHSIN	8
Montana State University Resource Networks	9
Cooperative Extension Service	9
Continuing Education	9
Community Education	10
Other MSU Resources	10
Other Montana Networks	10
V. FIRST YEAR EDUCATIONAL AND PROGRAMMATIC AIMS	11
VI. EQUIPMENT CURRENTLY AVAILABLE	12
APPENDIX A: Mandates	
APPENDIX B: State Sites	
APPENDIX C: Letters of Support	
BIBLIOGRAPHY	

MONTANA

State and Community Implementation Plan Community Learning and Information Center Project

Introduction

As a state with strong populist roots, Montanans are historically insistent on local control and local determination. It is the intent of the Montana state plan to adhere to these important values. Preliminary community needs assessments done in 1980, 1981, and again in 1982 indicate a host of special learning interests and demographic trends; however, economic downturns in the last two quarters of 1982 may well have altered citizen views on priority educational and information resource needs. As educators, we are continually monitoring the economic situation in the state and are prepared to reorient programs if citizen needs change from concerns regarding personal development to the more immediate bread and butter issues of job information, retraining, and career paths.

Like many states, Montana is in a recession. A treasury which was running a \$50 million surplus two years ago is now operating with only break-even projections based on curtailed spending. (Montana has a constitutional requirement to balance its state budget.) The unemployment rate for December, 1982, was up to 9.6 percent, representing the highest December unemployment in Montana since the Great Depression. An early January, 1983, announcement of a substantial shutdown in mining operations added to continuing depression in forest products industries, a slowdown in tourism, and low agricultural prices. All serve to signify that the problems are not short run in nature.

Montanans appear to be making strong connections between learning opportunities on many levels and economic well being. Though the state's economy is on the downturn, enrollment in the state's colleges and universities is increasing, and library use is growing. The state's political leaders are currently formulating plans relative to educational resources to effect a Montana economic recovery, particularly in the business and high technology areas.

It is for these reasons that Montana is especially supportive of Community Learning and Information Center planning that is flexible enough to address the evolving needs of our citizens.

I. Community Sites.

A. Site Selection Factors.

1. Both Libby (Lincoln County) and Hamilton (Ravalli County) have strong community interest in developing educational and informational services. This is evidenced in the

close working relationships among the librarian, the cooperative extension agent, the community/adult education director, and in the enthusiasm of the library board, city/county officials, and community members.

2. Both are small rural communities, relatively isolated from larger metropolitan areas. Libby's major service areas range from 90 to 200 miles; Hamilton's primary service center is 50 miles.
3. Both sites have an active librarian and cooperative extension agent, who have already provided leadership in the organization and planning of the project.
4. The sites have a variety of potential user groups with expressed educational and informational needs. Both communities employ a large percentage of professionals. Hamilton serves a large number of retired professionals. Libby's variable economy has created a need for retraining and family adjustment strategies.
5. Both communities have agreed to house a community learning center located in the existing library.

B. Demographic Characteristics.

The communities, located in Western Montana, are county seats each with populations of less than 4,000 but serving counties with over 20,000 people.(2) Both communities are experiencing an in-migration of city dwellers attracted by rural life and seeking employment.

Transportation to and from the sites is limited. Each community is served only by charter airline and daily bus service. Libby has daily train service; Hamilton has weekly train services.

Each community hospital services the entire county. Each community has a police force, a volunteer fire department, and professional services. The school systems are K through 12. Neither community has a postsecondary educational institution, but both are seeking community college options. These two counties support a number of rural schools in outlying areas with strong local support.

Both counties have a high unemployment rate. Ravalli County reported a 15.0 percent unemployment rate in 1982. Lincoln County, because of variable economic conditions, has experienced in recent years an unemployment rate ranging from 20-30 percent. The two counties have a per capita income of approximately \$7,500, considerably below the state's average of \$9,400.(1)

Eighty percent of the land in Lincoln County is government-owned; in Ravalli County, 71 percent.

Hamilton, population 2,661(3); Ravalli County, population 22,493(2).

Ravalli County houses the Rocky Mountain Research Lab, a Center for Disease Control Laboratory, and a state Agricultural Experiment Station. These facilities contribute to the high number of highly educated professionals in the area. Its relatively mild climate attracts a large number of retired persons. The 1980 Census indicated that 32 percent of the population is 65 years or older. The 1980 census shows that Ravalli County recorded the largest net migration in the state.

The primary occupations are government and services, timber, and agriculture, including livestock production and small scale agriculture.

There are six high schools and four secular private schools in the county. A job corps center located 35 miles south of Hamilton enrolls approximately 215 students and 100 staff.

The Hamilton public library serves the community of Hamilton as well as residents of Ravalli County. Although not officially a city-county library, its service to the surrounding area is substantial. The library is currently seeking city-county status.

The library is a member of the Tamarack Federation. It has 18,000 book titles and 35 periodical titles. Annual circulation exceeds 48,000. In addition to supporting the recreational reading interests of the community, the library is used for technical information. This is evident in the interlibrary loan usage. At 1,800 transactions per year, Hamilton has the highest per capita interlibrary loan usage in the Tamarack Federation.

Hamilton is valuable as a project site because of the presence of a number of unique groups with unmet educational and informational needs. These groups include a large population of professionals and retirees, Hmong refugees from Southeast Asia, and the presence of the Rocky Mountain Research Laboratory and the Agricultural Experiment Station.

Libby, population 2,748(3); Lincoln County, population 17,752(2).

Libby is traditionally a union town, the primary industries being wood products and mining companies. Both industries have suffered from the current recession. Though the mining industry may soon grow, the timber industry appears to be on the decline, attributing to high unemployment.

The U. S. Forest Service also employs a significant number of professional people, as do the timber and mining industries. The outlying areas of Eureka and Troy support ranching and a Christmas tree industry. There has been and continues to be interest in developing the hydroelectric potential of the county's waterways.

The dependence on a very few industries is evident in the lack of employment opportunities for high school graduates. Seventy percent of the

seniors graduating from Libby High School must find jobs outside the county which require training which is unavailable locally. The community is seeking to diversify its economy in an effort to battle unemployment, primarily through development of its small businesses and tourism.

The community is resource rich in terms of its people. The local industries have traditionally played an active role in the community. Volunteerism is an important factor in community life. Both the volunteer fire department and ambulance service have received statewide recognition.

Education is a priority in this community, as shown by its support of community education and the public schools. Even in a time of record unemployment, the community voted a mill levy increase for the public schools. The Libby Community Education program is the most comprehensive in the state. In addition to serving adults with school-aged children, this program serves a high percentage of people without children in the school. The Community Education program is currently working to bring educational opportunities to community residents through various telecommunications technologies such as teleconferencing, cable television, and computer networking.

The Lincoln County Library is a member of the Tamarack Federation. It serves the community of Libby as well as other communities and outlying areas of the county. The library houses 65,000 book titles and 87 periodical titles. Annual circulation exceeds 91,000 transactions.

The Library is used for recreational reading as well as for information of a more technical nature. Its reference collection is strong for a library of its size. County use of interlibrary loan is approximately 600 requests per year. Technical requests have increased significantly in recent years.

The strong commitment of the community toward the library and education, plus its need for economic diversification, make Libby a prime site for the Community Learning and Information Center project.

C. Current Education/Information Needs.

Montana has significant baseline data on general education and information concerns. The most comprehensive survey results from Project 80, published in October, 1980, by the Montana Cooperative Extension Service.(5)

Using the ideas and suggestions of over 3,000 community leaders, the research performed in Project 80 was extensive. A recent statewide telecommunications task force analyzed the data and determined that 54 percent of the recommendations could be accomplished through telecommunications applications.

A brief overview of Project 80 indicates that Montanans want information on water development and conservation education, estate planning, energy usage, parenting and family stability, consumer management and budgeting aids, computer uses, land use planning, local government operations, drug abuse and use, health and physical fitness, continuing education opportunities, and college degree work. It is also worth noting that since Montana is the only state in the nation without its own public television system, many participants in Project 80 decried the state of commercial broadcasting in rural areas.

The Project 80 participants also identified a number of information needs that could be addressed through access to data bases. For example, people were interested in systems monitoring information on the foreign ownership of agricultural land, water resources inventories, coordination of data on social service agencies and emergency services, as well as information on soil surveys, pesticides, and government regulations. In short, they were looking for one-stop information access to a number of topics of imminent importance. Montana's education and information concerns were reiterated with data gathered in a 1980 survey by Montana's Commissioner of Higher Education.(11) His staff asked a representative sampling of Montanans what kind of information they wanted on learning opportunities.

In summary, job and career related issues were most often cited as reasons for wanting information access. Four of ten respondents noted that it was difficult to find out about learning opportunities and most felt they could not wait very long for information to materialize. About one-third indicated that they would not wait more than two weeks for information. The biggest problem cited was the lack of information in a single place. That view was followed by a strong feeling that people do not know where to go for information. Costs, distance, and time were prime barriers to learning, even when information sources were identified.

Through community meetings and surveys, Montana's two demonstration sites identified many common educational and informational interests. Neither library can handle the current demand for information and reference services, which can be very technical in nature. Particular reference needs include state and federal legislative and agency information, census data, marketing, and directory information.

It is often difficult for the residents in these counties to access information available within their own county. Distances up to 80 miles and poor mountainous roads separate many of the communities, making even local access difficult.

People in both communities want to be able to receive college credit, both graduate and undergraduate. Teachers and health professionals need recertification opportunities. The communities expressed a need for programming to serve the gifted/talented and exceptional children

programs. Many of the students have the need for advanced training unavailable at the local schools. By the same token, other students need remedial opportunities especially for math-related skills.

Both communities want information and education pertaining to family relations and mental health issues, particularly in the areas of child abuse, alcoholism and drugs, sex education, and preventive health practices.

Another important area of concern includes small business and computer literacy programs. Both communities have a large number of local artists and crafts persons, many of whom are interested in developing their skills into business ventures. An expressed need of both sites is programming which would provide for retraining opportunities and skill updating. The two communities expressed interest in acquiring "horizon broadening" programming, especially in the fine arts, literature, psychology, personal enrichment, and other leisure time educational pursuits.

Individuals at the sites also expressed their own unique interests. A special concern of Libby residents related to training for local service providers and small businesses in techniques which promote tourism. The Libby residents also expressed a need for programs specifically designed for single parents, working parents, and unwed mothers. Finally, continuing education for volunteer groups such as fire departments and ambulance service volunteers was another unique concern of this community.

Hamilton residents listed advanced foreign language studies and support information for members of local and county boards as important educational thrusts. They indicated that programming dealing with the problems of aging, including family and individual adjustment, was another important community need. Hamilton residents also expressed a special need for educational opportunities related to small scale agricultural pursuits.

II. The Community Committee.

When demonstrating the benefits of telecommunication services, it is important to involve the full spectrum of the community. The committees of the demonstration communities must be diverse with representation from both public and private entities. In addition to library, extension service, and community/adult education representation, local committees would include but not be limited to representatives from business, professional groups, social service agencies, public schools, and other government bodies. The following roles are envisioned: provide overall advisory direction to the program; assist in the identification of informational and educational resources as well as referral sources in order to avoid duplication of effort of project services; participate in the evaluation of the information/education specialist and the program itself; assist in the identification of needs for program development; represent user groups and provide an important public information function by communicating the goals and objectives of the project to these

key user groups in the community; provide representation to the state and regional boards; assist in planning for the integration of the program into existing community entities at the conclusion of the demonstration. The library boards will be responsible for fiscal management of funds appropriated to the communities.

III. The State Resource Council.

The State Resource Council must be comprised of representatives who are not only committed to information/education outreach but who can also assist in forming linkages among user and service groups.

The Council will have representation from the following areas: demonstration communities; Montana State Library; Montana State University; state agencies representing telecommunications, education, business, health, and agriculture, or other agencies with strong outreach emphasis; cultural interests; private sector service providers such as cable TV, satellite communications, computer firms, and private colleges; political representatives such as legislators, Montana Association of Counties, Montana League of Cities and Towns; networks such as Montana Health Science Information Network and AGNET; and at-large members.

Roles of the State Resource Council will include: providing overall advisory direction for the Montana portion of the project; assisting with the development of guidelines for the hiring and training of the community/information specialists; ensuring linkages among the service providers and communication among all of the groups in the state involved in the project; ensuring that there is no unnecessary duplication of services; participating in the evaluation process; providing representation to regional resource council; assisting other communities who are interested in the project; and developing means to ensure the future of the project upon completion of the grant.

A representative from each of the following: the Montana State Library, Montana State University, and the State Resource Council will form a management team responsible for the administration and implementation of the grant. The state council will receive staff support and leadership resources from Montana State University and the Montana State Library. Fiscal responsibility for the funds appropriated to the state will be administered by Montana State University's Office of Grants and Contracts.

IV. Existing Networks, Linkages, and Services Which Provide for Informational and Educational Delivery in Montana.

A. Library Networking.

Montana public libraries share resources and provide services through a network of six regions called federations. Each federation headquarters provides services to the other public libraries in the region -- such as interlibrary loan, consulting, and bookmobile services. (See Appendix B.)

The State Library provides coordination for the federation system. It also provides reference backup and research services to local libraries via its reference collection and the computer literature search service (Dialog, BRS, SDC).

The federations and the State Library use microcomputers for electronic interlibrary communications.(6) Requests for information (interlibrary loans) are transmitted daily from library to library. The microcomputers are also used to access Ontyme-II, the electronic mail network provided by Tymnet Inc. Ontyme-II brings Montana libraries in touch with hundreds of other libraries in the West.

Montana libraries of all kinds -- public, academic, special -- share their resources through a network informally known as MINE, the Montana Information Network and Exchange. Ten of these libraries have recently become members of the regional computerized resource sharing utility, the Washington Library Network (WLN). WLN allows the sharing of catalog information and the ability to locate and borrow the holdings of member libraries. All total, 100 libraries in the Pacific Northwest region are WLN members, making the WLN data base a substantial resource sharing tool for Montana.

The microcomputer network, computer literature searching, and the WLN computer utility are automation and telecommunications technologies now used by Montana's larger libraries. The Community Learning and Information Center project would bring their benefits directly to the selected Montana demonstration sites.

The Montana library community has frequently expressed hopes for the integration of automated services with telecommunications.(7) The two Montana demonstration sites will create a valuable model in this regard.

Montana Health Science Information Network - MHSIN.

The Montana Health Science Information Network is a cooperative effort between the Montana State University Renne Library and hospitals, clinics, and libraries throughout the state. It is similar to medical and health care information networks found in other states and is designed to provide Montana physicians, nurses, and other health care workers with the latest information in their fields. One of its major purposes is to alleviate the professional isolation of health care providers in Montana.

The MHSIN provides information to requestors from the library collection of MSU and other libraries, as well as the vast storehouse of medical information found in the MEDLARS data bases. Hard copy can be transmitted to remote sites through MHSIN's telefacsimile network. A toll free number links Montana users to MHSIN services. The Community Learning and Information Centers would provide an important link to the MHSIN.

B. Montana State University Resource Networks.

Montana State University is the land grant university of Montana, and as mandated by the Morrill Act of 1863 has been charged with the responsibility of providing for the liberal and practical education of the people in Montana through research, teaching, and public service.(10) In addition to a faculty and staff of some 700 researchers and teachers, the university also houses the Agriculture Experiment Station and the Cooperative Extension Service. (See Appendix A.)

Cooperative Extension Service.

The Cooperative Extension Service was established as the educational arm of the U. S. Department of Agriculture and the service arm of Montana State University with responsibility for disseminating research-based information to all Montanans.(4) Serving clientele in 53 Montana counties are county extension agents who provide local information in the broad program areas of agriculture and natural resources, human resource development, community resource development, and 4-H youth. (See Appendix B.) This is a particularly overwhelming responsibility for the agents in 19 Montana counties who must provide these services alone. County agents are tied directly to extension subject matter specialists at Montana State University who can provide updated information in a variety of areas.

In recent years MCES has become a particularly effective user of computer data bases through a system called AGNET. With computer terminals in 42 counties, agents can access up to 150 different programs to assist people in decision-making questions ranging from agricultural needs to household budgets and health issues. The terminals are also used for electronic mail. These terminals can be used with telephone facilities to access any dialup data bases.

Extension agents by their very nature are involved in cooperative educational and informational ventures and would be prime resources for any demonstration of telecommunications capabilities in rural libraries. County agents are also guided by a system of local advisory councils which will interact with the community committees envisioned in this proposal.

Continuing Education.

Most of the units of higher education in Montana have continuing education systems that provide opportunities for professional updating as well as degree granting programs within certain prescribed limits. At Montana State University, there are strong outreach efforts in continuing teacher education, engineering education, business, and the health sciences. Through these programs, courses and workshops are delivered to distant sites, but because they are usually self-supporting, they are

often dependent upon an aggregation of users in order to be cost effective. Unfortunately, this often eliminates participants in small rural communities. Recent experiences, especially in continuing medical education using METS (Montana Educational Telecommunication System) as a delivery method for professional updating in isolated areas, have yielded good results. The availability of telecommunications systems in rural libraries would make it possible to deliver more continuing education opportunities at a reasonable cost.

Community Education.

Community education is most often developed through the local school system in cooperation with other educational and human service agencies located in a given community. Community education also emphasizes education and social programs based on identified community needs and encourages development of a system to get community input and involvement in program planning and development.

The Center for Community Education, housed within the College of Education at MSU, provides assistance to schools and/or communities in Montana that want to develop comprehensive community education programs. This assistance comes in the form of on-site technical assistance in areas such as needs and resource assessment, program planning, developing administrative structures, and organizing advisory groups; information dissemination; and training activities. At present, the Center is working with 25 Montana communities which have community education programs, including Libby which is one of the two demonstration sites for this project.

Other MSU Resources.

MSU also has library resources, television production facilities, instructional design, consulting, and research services in a variety of educational areas that could effectively be linked to rural library learning centers via telecommunications systems. MSU is also a member of the National University Teleconference Network which shares educational programs via satellite among 70 educational institutions around the nation. Programs received at MSU have the potential for retransmission to rural sites. MSU also has broadcast quality production capability and frequently provides public service programming to commercial outlets in the state. The TV Center will soon be in a new fully equipped film and TV production facility. MSU also has facilities to tape courses as they are being taught on campus for delivery to distant learning sites.

C. Other Montana Networks.

The Montana Educational Telecommunications System (METS), located at Eastern Montana College in Billings, is an interactive telephone conferencing system used for course delivery to remote areas.

The Montana Career Information Service provides computer access to information on the educational opportunities of Montana's vocational and higher education institutions. Its computer data base also includes career guidance information. This service currently serves 45 Montana sites.

Another potential resource linkage is the Office of Public Instruction which coordinates and disseminates programs throughout the state in community education, adult basic education, gifted and talented education, and a variety of vocational educational services. This office also maintains a film library with 6,973 holdings.

A number of private entities in the state, including educational institutions and businesses, are currently experimenting with the distant delivery of educational and training programs and resources. For example, the College of Great Falls, through its program, TELECOM, offers instruction via telephone teleconference and videotape. The Montana Power Company is also participating in telecommunications instruction for its employees.

Although not formally tied together by computers and telecommunications, there are several other networks in Montana which would be important sources of referral for the Community Learning and Information Centers. These include arts organizations, cultural and historical organizations, low income groups, agricultural organizations, and so on. These would be taken into consideration when planning the services of the Community Learning and Information Centers.

V. First Year Educational and Programmatic Aims.

Section I.C describes the perceived education and information needs of each community. The community and state boards would select from these when determining which educational programs to deliver during the first year of the grant.

The major activities during the first year would be the following:

1. Initiate required search procedures for staff necessary to implement terms of the grant.
2. Select and orient state resource council members and community committees.
3. Initiate early public information procedures to let general audiences know the purpose of the learning and information center concept and its goals.
4. Update community needs assessments to reflect individual and community goal changes that may have occurred as a result of the economic declines experienced in Montana in the second half of 1982. (See state plan introductory statement for full details.)

5. Initiate necessary lease, purchase, and installation procedures to acquire equipment for the demonstration sites.
6. Identify software packages most appropriate to community needs for the purposes of shared use, borrowing, or purchase.
7. Provide limited programmatic offerings within the first six to nine months of the program to test new systems, demonstrate the potentials to general audiences, and increase acceptance of telecommunications delivery modes.
8. Complete preparations for announcements of a full complement of courses, workshops, and learning services.
9. Institute procedures for continuing evaluation and feedback as well as for monitoring changing community demands for educational programs and information resources.

VI. Equipment Currently Available.

Hamilton - Library.

Microfiche
2 microfiche readers.

Hamilton - Cooperative Extension Office.

Computer terminal (AGNET).

Libby - Library.

Microfilm and fiche readers.
16mm film projector.
Filmstrip machine.
1 audio cassette player and 1 audio cassette copier.
1 35mm carousel slide projector.
1 phonograph.

Libby - Cooperative Extension Office.

16mm film projector.
Overhead projector.

MANDATES

Montana State University

On February 16, 1893, the Montana Legislature passed an act creating at Bozeman the Agricultural College of the State of Montana. The institution was Montana's new land grant college made possible by the passage of congressional legislation, the Morrill Act of 1862. The act made large land grants available to each state for "the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and mechanical arts in such manner as the legislature of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Cooperative Extension Service, Montana State University

The Smith-Lever Act became law May 8, 1914. It appropriated money for each state to "aid in the diffusing among the people of the United States useful and practical information on subjects of agriculture and home economics and encourage the application of the same." Since Montana's extension service was virtually underway with its farmers institutes, the state was ready to proceed under the new act. The Cooperative Extension Service is a part of Montana State University.

--the above from A History of Montana State University, by Merrill G. Burlingame, Office of Information, MSU, Bozeman, MT, 1968.

Agricultural Experiment Station

The Hatch Act of 1887 appropriated money for the acquisition and dissemination of useful and practical information on subjects connected with agriculture and promotion of scientific investigation in the area of agricultural sciences under the direction of the land grant university located within each state or territory.

--the above from State Agricultural Experiment Stations: A History of Research Policy and Procedure, Washington, DC, U. S. Department of Agriculture, 1962.

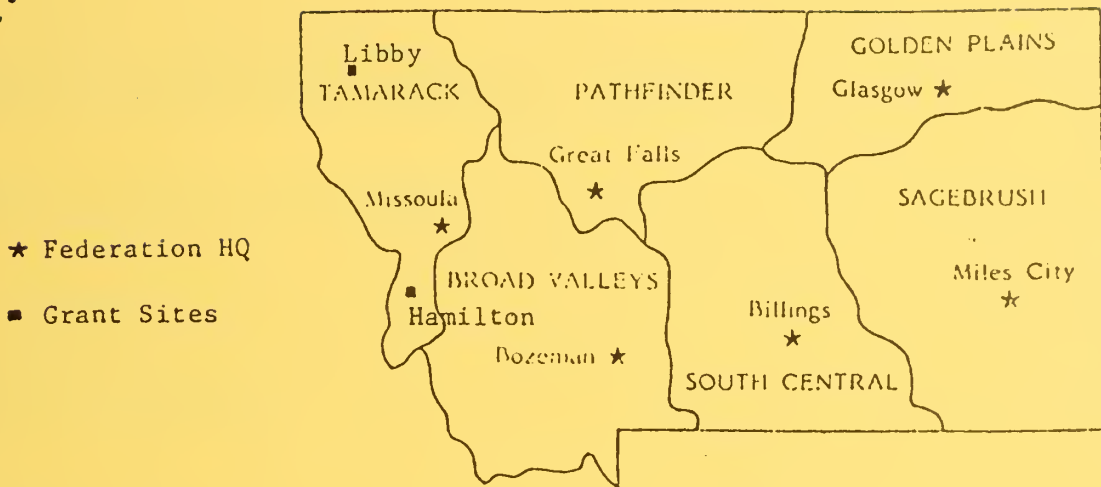
Montana State Library

As mandated in the Montana Code Annotated, Title 22, Chapter 1, the Montana State Library Commission has the authority to:

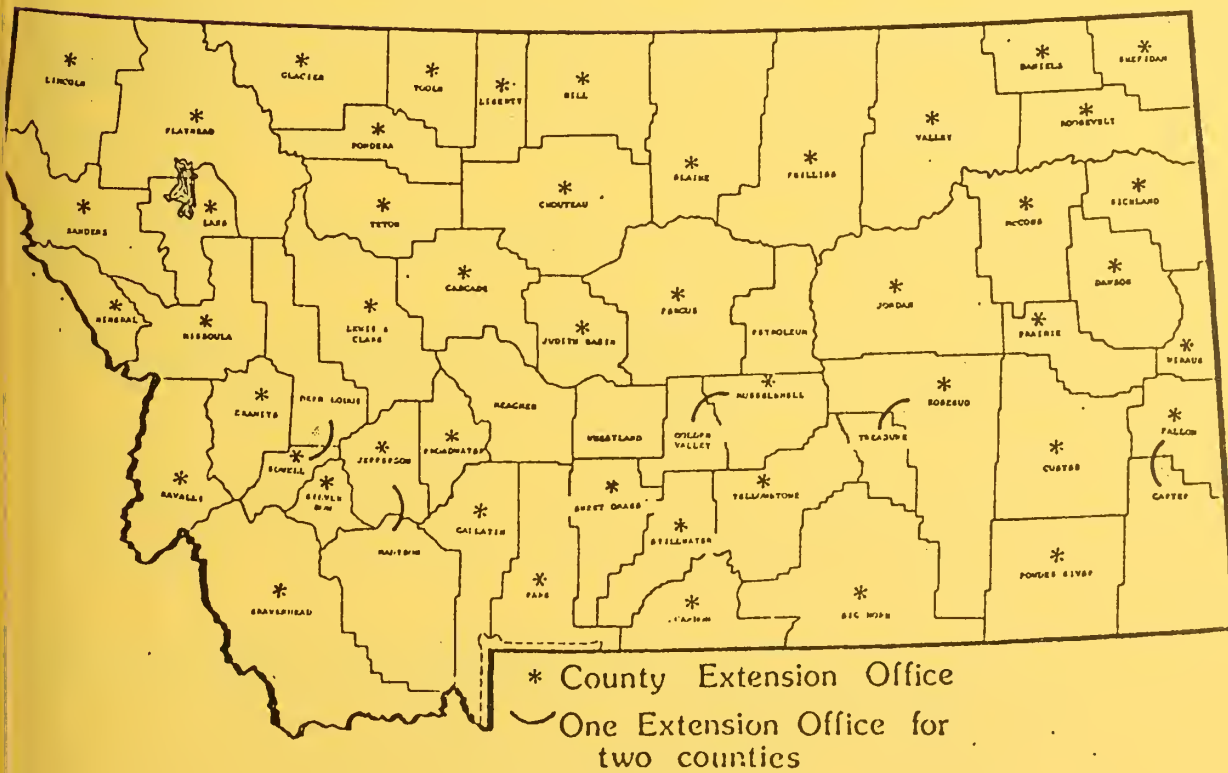
(1) give assistance and advice to all tax-supported or public libraries in the state and to all counties, cities, towns, or regions in the state

which may propose to establish libraries, as to the best means of establishing and improving such libraries; (2) maintain and operate the state library and make provision for its housing; (3) accept and expend in accordance with the terms thereof any grant of federal funds which may become available to the state for library purposes; (4) make rules and establish standards for the administration of the state library and for the control, distribution, and lending of books and materials; (5) serve as the agency of the state to accept and administer any state, federal, or private funds or property appropriated for or granted to it for library service or foster libraries in the state and establish regulations under which funds shall be disbursed; (6) provide library services for the blind and physically handicapped; (7) furnish, by contract or otherwise, library assistance and information services to state officials, state departments, and residents of those parts of the state inadequately serviced by libraries; (8) act as a state board of professional standards and library examiners and develop standards for public libraries and adopt rules for the certification of librarians; (9) designate areas for the establishment of federations of libraries and designate the headquarters library for such federations.

STATE SITES



Montana State Library Federation System



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4. Cooperative Extension Service. In Service to the People. Bozeman: Montana State University, August 1982.
5. Cooperative Extension Service. Project 80. Bozeman: Montana State University, October, 1980.
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9. Montana State Library. The Montana State Library: 1982. Report of the Program Review Committee of the Montana State Library Commission. Helena: Montana State Library, July 1982.
10. Montana State Board of Regents. Role and Scope of the Montana University System. Helena: 1979. Office of the Commissioner of Higher Education.
A detailed description of MSU's land grant status and its outreach mission.
11. Montana State Board of Regents. Survey of Montana Needs of Information on Learning Opportunities. Helena: Office of the Commissioner of Higher Education, 1980.
Results of a study done by the Commissioner's office on where people get information about learning resources.

MONTANA STATE LIBRARY

330 EAST LYNDALE AVENUE
1515 E. Sixth Avenue

HELENA, MONTANA ~~59601~~
59620

MAR 2 1983

February 25, 1983

Dr. John Jutila
Vice President for Research
Montana State University
Bozeman, Montana 59717

Dear Dr. Jutila:

The Montana State Library Commission strongly supports the Community Learning and Information Center grant proposal to the Kellogg Foundation.

It is important libraries in rural communities become aware of the enhancement of their services using the latest information technologies. The proposed project will be of great benefit to the two Montana communities and to other libraries which can learn from their experiences.

The project is also significant because of its cooperative nature. Linking the efforts of the State Library, Montana State University, Cooperative Extension and the community libraries will strengthen the mission of each institution.

Sincerely,



Henry McClernan
Chairman
Montana State Library Commission

HM/jf



Montana State University
Bozeman, Montana 59717

Office of the President

Telephone (406) 994-2341

February 22, 1983

Dr. Russ Youmans, Director
Western Rural Development Center
Oregon State University
Corvallis, OR 97331

Dear Dr. Youmans:

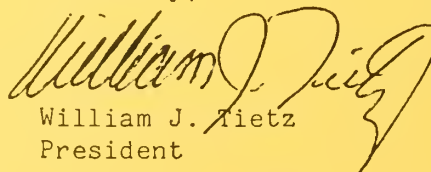
Montana State University is pleased to participate with the multistate planning committee of the Western Rural Development Center's "Community Learning and Information Center" project.

As the land-grant institution in the state, Montana State University is charged with the liberal and practical education of the people in Montana. Unfortunately, the educational resources available to people in urban areas are often unavailable to rural residents. In an age of technology the time and distance barriers of the past can be overcome if we begin seeking technological solutions to the distant delivery of educational resources. Montana State University is making every effort to capitalize on the available technologies in improving our services to rural areas.

We endorse the intent of the "Community Learning and Information Center" proposal, as it is consistent with the goals of this university. The concept of providing resource centers in sparsely populated areas meshes well with work already being done on our campus. There is much to be gained through cooperation with the other states in our region facing similar problems.

Montana State University enthusiastically supports this proposal, and we look forward to expanding our outreach activities through this project.

Sincerely,



William J. Tietz
President

WJT:jp

bc: Connie Dillon



Cooperative Extension Service

MONTANA STATE UNIVERSITY, U.S. DEPARTMENT OF AGRICULTURE, AND MONTANA COUNTIES COOPERATING

MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA 59717

March 2, 1983

Dr. Arlon E. Elser
Director of Educational Programs
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016

Dear Dr. Elser:

The Montana Cooperative Extension Service is both honored and appreciative of the opportunity to write a letter in support of the Community Learning and Information Centers Project. Our organization has been involved in giving birth to this idea and the development of the idea into its present form. We feel that the project has tremendous potential and will provide benefits to rural Montanans that have never before been available.

Montana is the fourth largest state in the nation, but ranks forty-eighth in population density. Montana citizens in rural areas are scattered and, in many cases, the services and educational opportunities are certainly less than those available to urban populations. These individuals are separated from colleges and universities by many miles.

The Cooperative Extension Service, through its network of educational offices in 53 of the 56 counties in Montana, provides information in the broad program areas of Agriculture and Natural Resources, Home Economics, Community Development, and 4-H Youth. By funding a project of this nature, the Cooperative Extension Service would have a partner and, through the combined efforts of the libraries and CES, most of the needs of rural Montanans could adequately be met. With new technologies emerging such as computers and communications equipment, that knowledge base located at the universities can now be opened and shared with individuals throughout the state. Rural Montanans can be afforded new learning opportunities that have been absent in the past.

It is for these reasons that the Cooperative Extension Service of Montana strongly urges you as a funding agency to give careful consideration to funding this important project.

Sincerely,

Carl J. Hoffman
Vice President for Extension

CJH:eh



OFFICE OF THE VICE PRESIDENT FOR RESEARCH

RESEARCH AND DEVELOPMENT TELEPHONE (406) 994-2891
GRANTS AND CONTRACTS TELEPHONE (406) 994-2381

MONTANA STATE UNIVERSITY
BOZEMAN, 59717 TELEPHONE (406) 994-2891

March 7, 1983

Dr. Arlon E. Elser
Director, Educational Programs
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49016

Dear Dr. Elser:

I am writing to you in support of the Western Rural Development Center's "Community Learning and Information Center" project.

The Office of Research and Development at Montana State University has been actively involved in the development of this project since its inception. The goals of this project are consistent with similar development efforts of this office. Should this project be funded, it is our hope that it would provide a model for a statewide telecommunications system. The communities of Hamilton and Libby will be excellent demonstration sites.

The people of this state are in need of the same access to educational and informational programming as people in more populated areas. However, our vast distances, rugged terrain, and harsh climate make physical travel difficult, if not impossible. We are actively seeking the technological solutions which telecommunications systems could provide.

Montana State University is anxious for the opportunity to promote the expansion of outreach and service activities to rural areas through cooperation with other state and regional agencies. We enthusiastically support this proposal and appreciate the interest the Kellogg Foundation has given this project.

Sincerely,

A handwritten signature in dark ink, appearing to read 'John W. Jutila'.

John W. Jutila
Vice President
for Research

ljh



ROLAND R. RENNE LIBRARY

MONTANA STATE UNIVERSITY, BOZEMAN 59717

March 9, 1983

Dr. Arlon E. Elser
Director, Educational Programs
W.K. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49016

Dear Dr. Elser:

The Montana State University library is pleased to support the Western Rural Development Center's "Community Learning and Information Center" project. We have been working closely with other Montana State University officials and Montana State Library personnel throughout the planning process.

The Montana State University Library has traditionally worked to improve information services to the state's rural libraries by sharing our materials via interlibrary loans. We currently coordinate the Montana Health Science Information Network (MHSIN) which services the informational needs of rural health professionals. The success of our interlibrary loans and the MHSIN point to the need for more services of this nature since rural librarians are currently unable to meet the informational demands of their communities. Community Learning and Information Centers would provide an important link to and expansion of the network concept which is so important to Montana.

Telecommunications technologies offer much promise for the improvement of educational and information services to isolated areas. The Montana State University library enthusiastically supports this innovative project.

Sincerely,

A handwritten signature in cursive script that reads 'Noreen Alldredge'.

Noreen Alldredge
Director, MSU Library

NSA/nb



THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602

(406) 449-3024

February 23, 1983

COMMISSIONER OF HIGHER EDUCATION

Dr. Arlon E. Elser
Director, Educational Programs
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016

Dear Mr. Elser:

I am writing to you in support of the proposal from Montana State University and the Montana State Library for funds to support the development of rural public libraries as "Community Learning and Information Centers".

The Montana University System has always attempted to provide educational services to persons living outside university towns. This continuing education program has historically suffered because of lack of state funding, our dispersed population and the great distances involved, and a lack of continuity and local identification. In recent years we have designated a few "Higher Education Centers" in an effort to focus our off-campus efforts and get around some of these problems.

Rural public libraries appear to offer considerable promise as a means of delivering educational services to off-campus locations. The towns of Hamilton and Libby have both shown interest in having a regular educational program available, so I think they are very good candidates for this program. This program has the potential for developing a model which could be used state-wide.

I am pleased to endorse this proposal and hope that you will be able to fund it.

Sincerely,

A handwritten signature in dark ink, appearing to read "Irving E. Dayton".

Irving E. Dayton
Commissioner of
Higher Education

IED/1w



Board of Public Education

MEMBERS

Hidde Van Duym
Executive Secretary

MEMBERS:

Governor
Superintendent of
Education

January 28, 1983

Commissioner
Education

MEMBERS:

Gunderson, Chairman

TO: Dr. John Jutila
Vice President for Research
Montana State University

Vice Chairman

Sara Parker
State Librarian

son

FROM: Hidde Van Duym *Hidde Van Duym*
Executive Secretary

My

u

Tompson

At its January meeting the Board of Public Education voted unanimously to support the proposed "Community Learning and Information Centers" project.

Board members agree that adult learners in rural areas are not now able to take advantage of the resources of large libraries or the educational programs of colleges and universities. The use of information technologies to upgrade community public libraries holds much promise for rural area citizens.

Please inform us of your progress with the project.

HVD:es

cc: Beth Givens, Montana State Library
Allen Gunderson, Chairman, Board of Public Education
Marilyn Wessel, Office of President, MSU



RECEIVED

National Commission
on Libraries and Information Science
February 3, 1983

FEB 14

PRESIDENT
Montana State

Marilyn Wessel
Office of the President
Montana State University
Bozeman, Mt. 59717

Dear Mrs. Wessel:

It is with great pleasure that I write this letter of support for the proposed grant from the Kellogg Foundation for the four-state project on "Community Learning and Information Center. As a member of the National Commission on Libraries and Information Science, I have been assigned to monitor the project.

The four states of Utah, Colorado, Wyoming and Montana involved in the grant will have full cooperation of state libraries and state land grant universities in these states. Library, university and cooperative extension personnel from these states have been working for 3 years to develop this proposal to promote the concept that by using latest technologies, citizens of small rural communities can have the same advantages of access to information and educational resources as urban residents.

In July, 1982, I participated in a meeting on this subject at a Congressional hearing in Washington, D.C., called by Senator Mark Andrews of North Dakota and Congressman George E. Brown Jr. of California. As lead off witness for the 14 participants, I was pleased to see that 350 people attended the hearing. Because our commission is empowered by law to continue Congressional hearings if asked by members of Congress, Charles Benton, commission chairman, and I took over for the last half of the 3 hour session because the Congressmen were called into session for important votes.

The rural coalition of land grant universities, cooperative extension, state library members and some from private industry conducted a four-day demonstration of potential electronic programs, including the electronic blackboard for the approximately 1,500 to 2,000 people flowing through the demonstration. Needless to say the program met with great interest and discussion from those viewing the programs.

Several years ago I testified before the National Commission as a citizen saying that a person living in the least populated area of the United States was entitled to as much information as one who lived in an urban area with all the resources. It is gratifying to know that this project can come to fruition with the granting of the Kellogg Foundation grant.

We need the project and I deeply appreciate the thought and time that the Kellogg Foundation is giving to the development of the project.

Sincerely,

Margaret S. Warden

Margaret S. Warden
208 Third Avenue North
Great Falls, Montana

STREET, N.W. SUITE 601 • WASHINGTON, D.C. 20036
(202) 653-6252

FEB 21 1983

DEPARTMENT OF ADMINISTRATION
COMMUNICATIONS DIVISION



TED SCHWINDEN, GOVERNOR

ROOM 222 - SAM W. MITCHELL BUILDING

STATE OF MONTANA

(406) 449-2586

HELENA, MONTANA 59620

February 18, 1983

Dr. John Jutila
Vice President for Research
Montana State University
Bozeman, MT 59717

Dear Dr. Jutila:

The Communications Division strongly endorses the joint grant application of the Montana State University and the Montana State Library for the development of "Community Learning and Information Centers."

Two particular concerns prompt us to support your application to the Kellogg Foundation. First, our experience with the statewide telecommunications network confirms the increasing use and demand for modern technologies to enable citizens throughout the state to access vital educational and information resources. We project that the use of computer communications within state government alone will increase by at least 50% over the next ten years.

Secondly, Montana's geographic breadth and sparse population results in particular problems of isolation of its rural citizenry. Projects such as you propose which would demonstrate the ability to bring resources to rural areas would definitely serve as models for our state telecommunications planning. Our work with the state's university system and library network confirms that an unmet need is there. What is needed now are the mechanisms to demonstrate how effectively that need can be met.

We would be pleased to lend whatever assistance your consortium might need in documenting technological options for developing these learning and information centers.

Sincerely,

John Neraas

John Neraas
Administrator

cc: Sara Parker
State Librarian

JN/HS/tp

AN EQUAL OPPORTUNITY EMPLOYER



M.E.T.S.
(406) 657-2254

March 1, 1983

Ms. Connie Dillon
Office of the Vice President for Research
Montana State University
Bozeman, Montana 59717

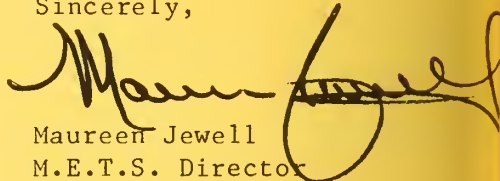
Dear Connie:

The Montana Educational Telecommunications System has been instrumental in taking educational programs to rural areas, but there are many other technologies that need to be brought into those areas.

No one method can ever achieve the programming levels that would approach what is available in larger urban communities. With that in mind, I would like to express my full support for your efforts to develop rural libraries in a four-state area.

If the M.E.T.S. System or I can be of any assistance, please contact me.

Sincerely,

A handwritten signature in dark ink, appearing to read "Maureen Jewell", is written over the typed name and title.

Maureen Jewell
M.E.T.S. Director

MJ/bk



MONTANA
LIBRARY ASSOCIATION

Box 66
Shepherd, Montana 59079
March 3, 1983

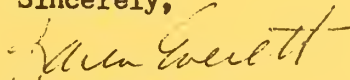
Ms. Sara Parker
Montana State Library
1515 East Sixth Avenue
Helena, Montana 59620

Dear Sara:

Allow me to add our Association's endorsement to the grant application for "Community Learning and Information Centers." As a rural Montana resident, I personally appreciate the attempt to bring new technology and new methods of information access to our state. As the President of our 600-member Association, we would all appreciate this influx of new ideas and new solutions in dealing with library service to our rural state.

We thank you and all the people involved in writing this grant proposal for the time and effort you have devoted to it. We will eagerly await word of its success and look forward to seeing these Centers become a reality as models for our entire state.

Sincerely,


Karen Everett
President



MONTANA
LIBRARY ASSOCIATION

Box 66
Shepherd, Montana 59079
March 2, 1983

Dr. John Jutila
Vice President for Research
Montana State University
Bozeman, Montana 59717

Dear Dr. Jutila:

Our state's rural population is one of our state's undeveloped resources. The proposed "Community Learning and Information Centers" is an attempt to bring new technology to this underserved population and to allow them the enjoyment of ready-access to information.

On the success of this grant rests the success of bringing today's technology to the vast majority of our state. The two pilot projects in Libby and Hamilton, if they get the funds, will provide models and incentives to the rest of the state. I know that our Association would help carry their experience and know-how to others; I know that their projects would bring ideas and expertise to our Association.

As President of our 600-member Association I therefore add our support to this grant proposal. We will eagerly await word of its success and implementation.

Sincerely,

Karen Everett
President

MAR - 4 1983

The Office of Public Instruction

Ed Argenbright
Superintendent



State Capitol
Helena, Montana 59620
(406) 449-3654

March 1, 1983

Ms. Sara Parker
Montana State Library
Helena, MT 59620

Dr. John W. Jutila
Montana State University
Bozeman, MT 59715

Dear Ms. Parker and Dr. Jutila:

It is a pleasure for me to write this letter in support of your joint grant application to the Kellogg Foundation designating Libby and Hamilton as demonstration "Community Learning and Information Centers". The fact this is a cooperative proposal with three of our sister western states makes it especially exciting.

We in this office are always interested in improving services to the rural areas of Montana. In this "Information Society" it is essential these areas have the same opportunities for accessing information as do our more populous areas.

This project is of much interest to us as we think about its implications both for now and the future. Please feel free to call on our office for any assistance you desire. Our Community Education and Library Media Specialists, Kathy Mollohan and Sheila Cates have both expressed an interest in the project and would like to be kept informed of its progress.

Best wishes to you in achieving approval of this project and for its successful implementation.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ed Argenbright".

Ed Argenbright
Superintendent



Cooperative Extension Service

MONTANA STATE UNIVERSITY, U.S. DEPARTMENT OF AGRICULTURE, AND MONTANA COUNTIES COOPERATING

MONTANA STATE UNIVERSITY
~~BOZEMAN, MONTANA 59717~~

1018 Burlington
Missoula, MT 5980
9 Feb 83

Connie Dillon
Office of the President
Montana State University
Bozeman, Montana 59717

Dear Ms. Dillon:

I wish to express my support for the proposed Kellogg concept of a learning and information center at Hamilton. I have been working with a number of groups over the years, usually through the Resource Conservation and Development program (RC&D) and can see where the broad outlines of such a program fit well with ongoing projects submitted by local people.

There has been strong local support for a community college, but questions as to funding and operation have slowed efforts. The advocates of a community college have shown immediate interest in the proposed center because it would open opportunities for education until such time as a local college is feasible.

I work with the Hmong refugees and other low income people. They too, can see the possibilities, since many of the older Hmong are not literate in any language and have no written language of their own; with other low income people also having literacy and education problems. Further, young people who do not fit well in the current school programs have some possibility of remedial and supplemental learning at such a center.

Senior citizens would also benefit, since in this county they constitute more than 15 per cent of the population and use the library in somewhat greater numbers. They are often at our office, seeking information, and are among the heaviest users of adult courses.

For these reasons, it appears that such a center would be of great benefit to the community. I offer whatever assistance I can, and would be happy to cooperate in any possible way.

Sincerely,

Allen C. Bjergo, Ph.D.
Assistant Professor

14 February 1983

Connie Dillon
Office of the President
Montana State University
Bozeman, Montana 59717

Dear Ms. Dillon:

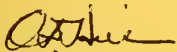
We have been informed about the proposal to the Kellogg Foundation for an information and learning center at the Hamilton Library and wish to express our support for it.

At present there are about sixty refugees in Ravalli County, all Hmong people from the mountains of Laos. At the Trapper Creek Job Corps Center, there are about ten more refugees, mostly Hmong, but including some Vietnamese and Cambodians. All refugees recognize the value of education in creating a better life, but for many, time, home and child care responsibilities or the lack of specific courses of education hinder participation in a full program.

We are aware that other areas have specially tailored programs of orientation and education. It is hoped that through the education and information center suggested for Ravalli County, we would have easier access to such programs starting in languages familiar to refugees and of special value to those who have not been literate.

We feel that such a learning center would be responsive to special needs of refugees and low income people and would be glad to assist in any way.

Sincerely,



C.D. Hill
Chairman
Ravalli County Refugee Committee



Vang Tong Pao
Interpreter
Hmong Community

Woodbern Industries

Woodbern Industries
is a small, low-technology
research and development enterprise
with diverse and far
ranging interests.

Box 353
Libby, Montana 59923
293 3926

February 10, 1983

To Whom it May Concern:

Mrs. Inez Herrig has shown me the tentative proposal for bringing an information/communication specialist to Libby for the purpose of assisting local people. This was extremely interesting to me and I asked if there might be a way of adding my own emphasis to the request. She suggested a letter outlining projects of my own which have... and which will require data not available here. The following will present perhaps unnecessary detail but I do wish to adequately explain some of the difficulties one person has had in doing research in a somewhat isolated community.

- 1 - Approximately one full year of conscientious follow-up work by the library staff was required to obtain a book containing formulae for cosmetic preparations. I only needed one basic recipe for a certain type of cosmetic but was unable to find it despite contacts with the University of Montana, a trade journal and a cosmetic association.
- 2 - In a directory of manufacturers, I found reference to a substance called "micronized mica"; a generic term. A dictionary of scientific and technical terms provided a description which, although meager, established a connection with a project on which I have been working for nearly two years. I wrote for and received a sample of the substance from the New York manufacturer. However I still am ignorant of the details on how it is produced, for what it is used, etc. The Lincoln County Library has very recently received an excellent, brand-new

Encyclopedia of Science and Technology. Surprisingly, micronized mica is not listed. Neither is it mentioned in a single-volume encyclopedia of minerals. I've written the School of Mines in Butte, enclosing a s.a.s.e. but reply is so far delayed.

- 3 - I am presently "gearing up" for modest mass-production of a clamping tool. It has only two parts, one of which is a flat steel bar, bent in the middle. Quite a number of prototypes have been made with no problem in making this bend. However, my last purchase of steel brought an order that turned out not to conform to specifications: it contained significantly more carbon than mild steel should. Consequently, the pieces broke at the point of bend. I was able to salvage the order by annealing but this created other problems and additional time and cost. Obviously I wish to be careful in the future not to accept delivery of inferior material.

Now I recall, from many years back, seeing a magazine article about a testing device which could be quite simply constructed; an instrument for testing the hardness of steel by measuring the height of bounce of a 3 mm steel ball within a calibrated tube. I could not now identify the magazine nor do I know the name of the device. The research service contemplated sounds like just what is needed to simplify another otherwise difficult search.

I enclose a copy of a letter of reply to me from the American Library Association dated May 20, 1982. Mr. Hansen was quite sympathetic but had no solution whatever at that time. Hopefully, the plan proposed will be the answer he could not provide.

Respectfully,


Ted Hardgrove

REFERENCE AND ADULT SERVICES DIVISION
A DIVISION OF THE
AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET • CHICAGO, ILLINOIS 60611 • (312) 944-6780



May 20, 1982

Mr. William Hardgrove.
Rt 2, Box 435
Libby, Montana 59923

Dear Mr. Hardgrove:

Thank you for your supportive comments on the American Library Association--sponsored public affairs announcements in your recent letter to Robert Wedgeworth, ALA Executive Director. He has asked me to respond to your inquiries concerning the referral of reference questions that cannot be answered with resources available at the local level.

The Reference and Adult Services Division of the Association has long been exploring ways of advancing cooperation among libraries in the area of reference services. You are aware of interlibrary loan which has long been a useful service for users of libraries in obtaining materials not locally available. The Cooperative Reference Service Committee of this division is exploring possibilities for expanding referral services but has not yet been able to develop an overall plan.

In some states there are library systems with back-up reference service available through centralized agencies serving all the member libraries and their clienteles or through major libraries which are designated resource libraries. In other states, the state library agency or state university library may serve as the back-up reference service point for the state. There is no uniform pattern of service across the country.

I am sorry I do not know the particular organizational set-up in Montana for handling this, but would suggest that you write or call the Montana State Library in Helena to see what arrangements might already exist beyond your local library and the Tamarack Federation. (I am assuming that you have already discussed this with the administrator of the Tamarack Federation as well as your local public librarian.)

Since public libraries are funded primarily at the local level and are locally autonomous for the most part, it is not possible for a national

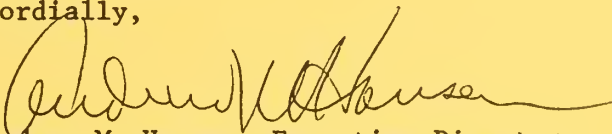
involvement of all participants in the decision-making process. I can be assured that the Association is aware of the unevenness of current reference services from library to library and is studying the needs from a variety of perspectives.

Mr. William Hardgrove
May 20, 1982

As to your question about bringing out-of-print books back into print, yes, some publishers do respond to such requests as yours. You might write the publishers about reprint plans, if any. It is also possible sometimes to obtain a reprint from University Microfilms, International, (300 N. Zeeb Road, Ann Arbor, MI 48106, 313/761-4700) through xerographic methods. A used book dealer may also be able to turn up a copy of an o.p. book for you. Consult the American Book Trade Directory for names and addresses.

I hope the foregoing is of some help to you. I wish I had better answers for you. I promise to renew discussions of you concerns with colleagues who are also concerned and working in these areas.

Cordially,

A handwritten signature in dark ink, appearing to read "Andrew M. Hansen", written in a cursive style.

Andrew M. Hansen, Executive Director
Reference and Adult Services Division

cc: Robert Wedgeworth



THE BITTERROOT

COMMUNITY COLLEGE

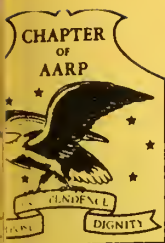
To Whom It May Concern,

The Committee for a Community College in the Bitterroot supports the idea of expanding the current Hamilton Library facilities to include a terminal tie-in with the M.S.U. library. Such a terminal would provide many badly needed services, and open many opportunities.

We would be happy to aid in any way possible.

Yours,

William A. Arensmeyer
Chairperson



of the **AMERICAN ASSOCIATION OF RETIRED PERSONS, Inc.**
CHAPTER #520, HAMILTON, MONTANA 59840

February 15, 1983

Lucille Gordon, Librarian
Hamilton Library
419 South 4th St.
Hamilton, Montana 59840

Dear Mrs. Gordon,

With reference to your phone call regarding the Kellogg Foundation Grant to purchase a Computer that will be hooked into the College at Bozeman for Extension courses, I would like to report that the A.A.R.P. Members that were present at our meeting of February 12, 1983 voted to support your program almost 100%.

I am not positive how many will be coming to the February 22, 1983 meeting at the Extension Agent's office, but they know about it and by the show of enthusiasm at the time, there might be quite a few coming.

Sincerely yours,

Oscar E. Ekstrom
OSCAR E. EKSTROM, Pres.

School District No. 3

OFFICE OF THE SUPERINTENDENT - 411 DALY AVENUE
HAMILTON, MONTANA 59840 - PHONE: 363-2280

OFFICE OF THE HIGH SCHOOL PRINCIPAL
209 SO. 5TH ST. PHONE 363-2021

OFFICE OF THE ELEMENTARY PRINCIPALS:
WESTVIEW SCHOOL — 103 SO. 9TH STREET — PHONE 363-1212
DALY SCHOOL — 408 DALY AVENUE — PHONE 363-2122

February 22, 1983

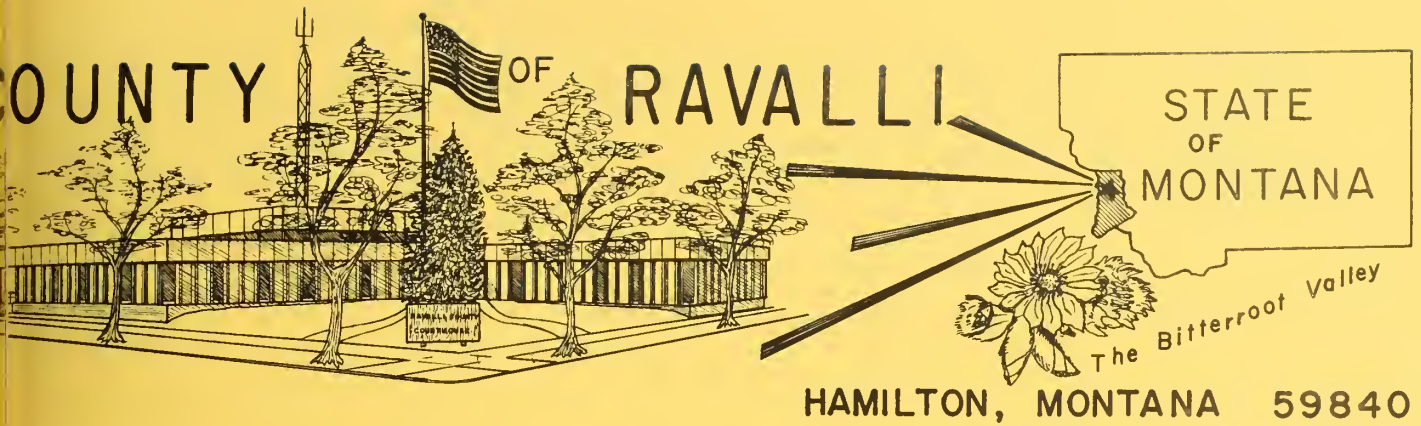
To Whom It May Concern:

The facilities and opportunities presented by this grant would be a great benefit to the Adult Education Program. The grant would greatly enhance and broaden our program, and we hope every consideration will be given to Hamilton.

Sincerely

Adult Education
Director
Hamilton

AS/lk



HAMILTON, MONTANA 59840

Courthouse - Box 5001
February 7, 1983

Hamilton Public Library
Hamilton
Montana 59840


ATTENTION: Lucille Gordon
Librarian

Dear Lucille:

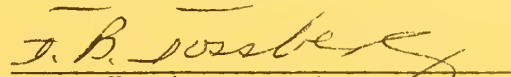
The County Commissioners were very pleased to learn that the Hamilton Library had been selected as one of two Montana libraries to participate in the Community Learning and Information Center project.

We are supportive of your participation in the Project and would be appreciative if you would keep us informed of its installation and progress.

Sincerely,
RAVALLI COUNTY COMMISSIONERS
Ravalli County, Montana


F. T. Williams, Chairman

Harold White, Member


F. B. Tossberg, Member

FBT:dk



Cooperative Extension Service

MONTANA STATE UNIVERSITY, BOZEMAN, U. S. DEPARTMENT OF AGRICULTURE, AND MONTANA COUNTIES COOPERATIVE

The programs of the Montana Cooperative Extension Service are available to all people regardless of race, creed, color, sex or national origin.

REPLY

Courthouse Box 50

Ravalli Cour

Hamilton, MT. 598

Telephone 406-363-20

January 26, 1983

Beth Givens
Montana State Library
1515 E. 6th Ave.
Helena, MT 59620

Marilyn Wessel
Office of the President
Montana State University
Bozeman, MT 59717

Dear Ms. Givens and Ms. Wessel:

I am writing to let you know that I am excited about the possibility of Hamilton Public Library sharing in the Community Learning and Information Center project.

You may be aware that Ravalli County resident participated vigorously in the Kellogg Extension Education Project through the 1970's.

You are also probably aware that population growth in Ravalli County has out-paced most other counties during the 1970's. Nearly all of the new residents have settled in the county or rural areas outside the towns. In spite of the growth, per capita income remains low and economic opportunity for many has been very limited.

We think a potential high use for expanded library computer and telecommunication would be the case if Ravalli County is selected.

Thank you for considering Hamilton and Ravalli County.

Sincerely,

Rob Johnson
G. Robert Johnson
Ravalli County Extension Agent

GRJ/ss

xc: Lucille Gordon
Ravalli County Commissioners,
Frank Williams, Chairman

300 State Street
Hamilton, Montana
February 22, 1983

Dear Beth,

Members of the Hamilton Library Board
are greatly in favor of the Hallage Grant as
it has been presented to us. It will be
of great advantage to encourage and
enlighten our communities education in
many ways.

Sincerely,

Barney A Peterson
Chairman



LIBBY
CHAMBER
of COMMERCE

March 14, 1983

Ms. Sara Parker
Librarian
Montana State Library
1515 E. 6th Avenue
Helena, MT 59620

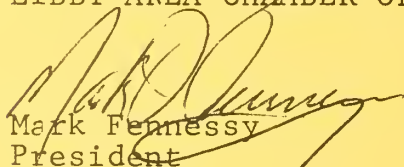
Dear Sara:

The Libby Area Chamber of Commerce is pleased that Libby has been selected as one of the sites in Montana for participation in the proposed program to develop rural public libraries as "Community Learning and Information Centers".

The citizens of this community need the access to information and education resources that can be made available through the use of computers and telecommunication. The Libby Chamber has worked closely with the Community Education program to identify needs of the business people and the entire community. Through the development of this program, we will be better able to meet the needs.

Sincerely,

LIBBY AREA CHAMBER OF COMMERCE



Mark Fennessy
President

MF/mk

Lincoln County Free Library

220 WEST SIXTH STREET

Libby, Montana, 59923

RECEIVED

FEB 8 1983

INEZ R. HERRIG
LIBRARIAN

2 March 1983

MONTANA STATE LIBRARY

Sara Parker, Librarian
Montana State Library
1515 E. Sixth Avenue
Helena, Montana 59620

Dear Ms Parker:

This is to advise you that the Lincoln County Library Board of Trustees is in agreement and supportive of the Grant Application to the Kellogg Foundation for Community Learning and Information Centers.

Because of limited income we are unable to serve in the areas represented. We feel it will be a splendid opportunity if the grant is approved. We have many people in our County who could be greatly benefited by such a project.

Thank you for the privilege of being included in the plans.

Sincerely yours,



Glenn Mueller, Chairman
Board of Trustees

Montana State University

College of Agriculture

*Agricultural Experiment Station
Western Agricultural Research Center
531 NE Quast Lane
Corvallis, Montana 59828
Telephone Hamilton ~~961-305~~ 961-305*

February 09, 1983

Hamilton City Library
Attn: Lucille Gordon
Hamilton, MT 59840


To Whom It May Concern:

The Western Agricultural Research Center expresses an acute interest in the proposal for introducing a computer network between the libraries of the City of Hamilton and Montana State University.

Although we are uninformed as to the extent of possibilities, any direct communications to the vast agricultural resources of the MSU library could be of extreme benefit to our scientific staff. We definitely would make every effort to utilize this system assuming the process would be workable.

With that assumption, we heartily endorse the system and would make use of it to the fullest extent.

Sincerely,



Donald R. Graham
Superintendent

DRG:lmf



SPONSORS

Bitter Root

Resource Conservation & Development

BITTERROOT CONS. DIST.
MISSOULA CONS. DIST.
MINERAL CONS. DIST.

RAVALLI CO. COMMISSIONERS
MISSOULA CO. COMMISSIONERS
MINERAL CO. COMMISSIONERS

Montana

March 2, 1983

Connie Dillon
Office of the President
Montana State University
Bozeman, MT 59717

Dear Ms. Dillon:

We wish to support the concept of a community learning and information center at the Hamilton Library, as presented in the Kellogg funding proposal.

The Bitter Root Resource Conservation and Development Area has received a number of proposals relating to this type of service. Some have long since been successfully carried out, but several, including the concept of higher education in our area, would be enhanced by such assistance. We have been actively assisting a group of people who wish to see a community college established in Ravalli County. Thus far, 1500 people have signed petitions to call for an election on the subject. This illustrates the interest and commitment in education by local people.

We have also worked closely with senior citizens, the Job Corps and southeast Asian refugees, all of whom could benefit from programs which may stem from the Kellogg proposal.

We will be interested in any outcomes of the proposal and will actively assist the initiation and maintenance of a project of this nature.

Sincerely,

LEONARD G. PETERSON, Chairman
Bitterroot RC&D Council

BOARD OF COUNTY COMMISSIONERS

LINCOLN COUNTY

DISTRICT NO. 1, LIBBY
JIM R. MOREY

DISTRICT NO. 2, TROY
R. W. LINDSEY

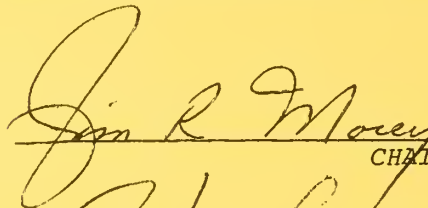
DISTRICT NO. 3, EUREKA
BILL GOULD

CLERK OF THE BOARD AND COUNTY RECORDER, ~~ELEANOR W. VAUGHN~~
JANET B.F. SIEGEL

JANUARY 27, 1983

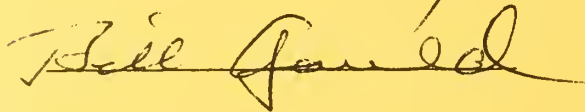
TO: LIBRARY BOARD OF LINCOLN COUNTY
FROM: BOARD OF COUNTY COMMISSIONERS

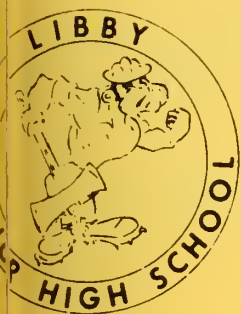
THIS IS TO NOTIFY YOU THAT THE BOARD OF COUNTY
COMMISSIONERS OF LINCOLN COUNTY SUPPORTS YOUR
ENDEAVORS TO OBTAIN THE KELLOGG FOUNDATION GRANT.



CHAIRMAN







LIBBY SENIOR HIGH SCHOOL

ROUTE 3

LIBBY, MONTANA 59923

PHONE 406-293-6204

RECEIVED

FEB 3 1983

STANLEY EVANS
Principal

DAVID STEPHENSON
Assistant Principal

February 25, 1983

MONTANA STATE LIBRARY

Sarah Parker
Montana State Library
515 E. 6th Avenue
Helena, MT 59620

Dear Sarah,

This is a letter of support for the possible Kellogg Grant to Libby and Hamilton. The grant will make it possible for the public library to bring all of Lincoln County into an information net that is years ahead of other communities of our size and location. Having a media information person in the library will give their service a balance that is not possible at this time because of present funding.

We have many community resources that will dovetail into this program to make it a success-cablevision with a commitment to local programming (but no programs or local productions as of yet); many individual and small business computers and a few large computers throughout the county-but no connecting networks; an active community education program based on a tremendous commitment to life-long learning by the citizens of Lincoln County; and a willingness for organization and government agencies to cross organizational lines to hold down costs and to get things done.

This grant will be a positive force within our communities.

Sincerely,

Bill Randall

Bill Randall, Librarian
Libby Senior High School
Libby, MT 59923





Cooperative Extension Service

MONTANA STATE UNIVERSITY, BOZEMAN. U. S. DEPARTMENT OF AGRICULTURE. AND MONTANA COUNTIES COOPERATING

RECEIVED

FEB 4 1983

REPLY TO
LINCOLN COUNTY
LIBBY, MONTANA 59923
TEL. 293-7781
EXT 211

MONTANA STATE LIBRARY March 2, 1983

Mrs. Sara Parker, Librarian
Montana State Library
1515 E. 6th Avenue
Helena, MT 59620

Dear Mrs. Parker:

We would like to extend out wholehearted support and endorsement of the extended learning center proposal, which is to be funded on an experimental basis by the Kellogg Foundation.

Thanks very much for your help.

Sincerely,

Robert E. Wilson
Lincoln County Agent

REW:mc

LIBBY COMMUNITY EDUCATION
11 EAST LINCOLN BLVD.
LIBBY, MONTANA 59923

(406) 293-6622

RECEIVED
FEB 7 1983

March 3, 1983

MONTANA STATE LIBRARY

Sara Parker
Librarian
Montana State Library
1515 E. 6th Ave.
Helena, Montana 59602

Dear Ms. Parker:

The purpose of this letter is to express the support and future cooperation of Libby schools and especially the Community Education office for the proposed Community Learning and Information Center in Libby.

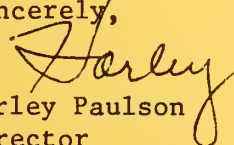
A good working relationship currently exists between the Lincoln County Library, County Extension Office, and the Community Education Office. We continue to work together to bring educational opportunities to our community. This proposal will further that effort and enable us to reach the more remote areas of the county.

In addition, we are working locally on the strong possibility that we will have an extension campus of a community college in the near future. Expanded library media services will be a necessary component of the County Library to meet these future needs.

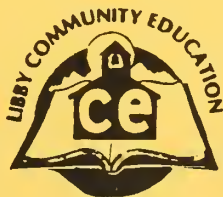
The County Extension Agent and myself have been working together on bringing some of the new educational technology to the Libby area. We currently have a 2-wire M.E.T.S. system and have explored computer networking. We have just started to work with our local cable TV company to provide public access to our programming.

As you can see we have the need, working relationships and and "eye toward the future" which will enable the proposed project to fit well within our community.

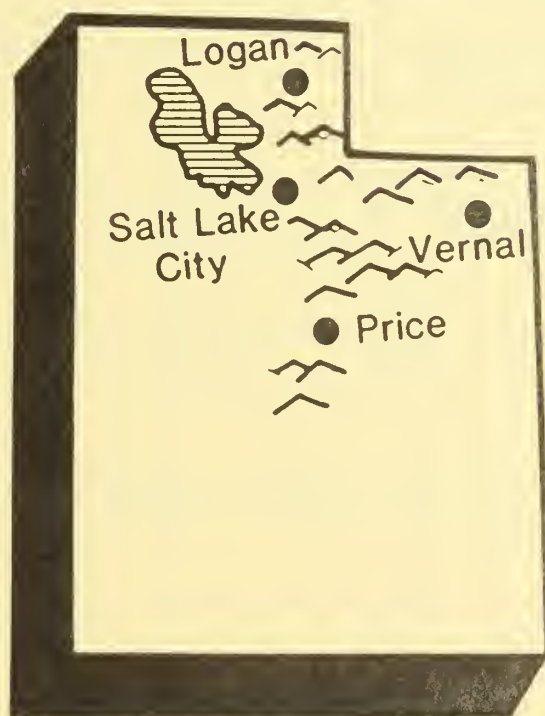
Sincerely,


Harley Paulson
Director
Community Education

HP/1h



UTAH IMPLEMENTATION PLAN AND DOCUMENTATION



February, 1983

ICLIS/UTAH IMPLEMENTATION PLAN

February 1983

This state plan has evolved from several assessment and development processes between 1979 and 1983. The major processes have included:

- (1) Inter-agency cooperation in the selection of primary and secondary demonstration communities in rural Utah (June-July, 1980).
- (2) Presentation of the concept to elected officials, professional and service organizations, and educators, resulting in permission to proceed with assessment and development (September-November, 1980).
- (3) Administration of the Community Interest Inventory survey to cross-section of community user or potential-user groups (April-May, 1981).
- (4) Participation of state project leaders and selected community representatives in multi-state planning meetings for service development (Denver, Colorado--February, 1982).
- (5) State implementation planning meeting with representation from community groups, state agencies, and college and university faculty to design and plan for program services following project implementation (January, 1983).
- (6) Establishment of support linkages between the public and private sectors, particularly in telecommunications services, technology and training. (1980 through the present).

CONTENTS

I.	Selection of Community Demonstration Sites.	1
	Vernal, Utah	1
	Price, Utah	2
II.	Commitments to Life Span Learning	5
	Defining Life Span Learning	5
	Life Span Learning at Utah State University.	5
	Utah State Library Commission.	7
	Current Services.	7
	Recommendations of the Governor's Conference on Library and Information Services (1979)	8
	Utah Plan for Libraries/Information Services (1982) .	9
	Planned Statewide Telecommunications	9
III.	Educational and Service Priorities.	9
	Training Program for Learning/Information Specialists (first priority).	10
	Program Service Priorities	11
	Family Services	11
	Life Span Education	11
	Community/Governmental Services	12
	Agriculture/Natural Resources	13
	Small Business/Business Development	13
	Credit for Prior Learning/Acquired Proficiency: Services to Non-Traditional Education	14
IV.	Facilitating Organizations for Community/State.	15
	Community Organization	15
	State Resource Council	16

ICLIS/UTAH IMPLEMENTATION PLAN

I

Selection of Community Demonstration Sites

Four factors were identified in the selection of primary demonstration sites for the project after review and discussion with staff members of the Utah State Department of Community and Economic Development (June, 1980); these factors were:

- A. Growth or potential population growth based on census data, impact studies, and current or potential energy development within the service area of a primary community.
- B. A community with a county or city library facility which could accommodate telecommunications equipment for information delivery and for instructional/training programming and support of the community librarian and library board.
- C. Support for the project by elected leaders, school district administrators, and professional support groups in the selected sites.
- D. Factors of distance and isolation from the major educational and informational resources, government services and agencies, and cultural institutions.

Characteristics of Community Demonstration Sites

Following the above criteria, two community sites were selected for further review and investigation--Vernal (Uintah County) and Price (Carbon County).

Vernal, Utah

Located in northeastern Utah, Vernal is the county seat and service center for Uintah County. The county has experienced a tremendous growth over the past decade which, to a great extent, has been related to energy development and exploration. Between 1970 and 1980, the population of the county increased by nearly 65%, from 12,684 to 20,506 residents, and much of this growth centered in the vicinity of Vernal City. Although much of the growth stems from energy-related businesses and industries, the business and professional growth has kept pace with the energy industry. There has also been a stability provided by the federal agency personnel located in Vernal--Forest Service, BLM, among others. Between Vernal and Roosevelt is Fort Duchesne, the tribal reservation of the Northern Utes. In recent years, the tribal council has undertaken educational and economic development.

The Uinta Mountains surround and isolate the "Basin" communities from the populated Wasatch Front, where the governmental, cultural and major educational institutions are located. Duchesne and Daggett Counties--located within 30 miles of Vernal--comprise two other populations which are underserved, both of which have had population growth. The combined population of the three "Basin" counties is 33,840 residents. With further energy exploration and development, especially with the oil shale developments, the state projections show continued growth--though, at present, the economic conditions have slowed the development.

In 1967, Utah State University also initiated educational services to Uintah Basin residents; this "distance learning" center provides for on-going services to adults and advanced high school populations in a number of academic disciplines, especially those at the lower division levels. Some programs, however, have expanded to include upper division offerings, and have graduated a number of students, especially in education. There is a limited number of graduate-level offerings through the USU Center.

Library Services: The Uintah County library has a good facility with a large public access area suitable for the telecommunications center. In 1982, the county library had holdings of 27,188 and a circulation of 78,454. In a three-year period, the circulation to library clientele increased by nearly 40%. The Roosevelt City library has an old facility, which is open only a limited number of hours each week. Its circulation to the population was under 19,814 for holdings of 9,279 volumes. Bookmobile library service, operated by the Utah State Library on a contractual basis with the counties, is also available in the Basin area. During 1982, the Bookmobile circulated 101,056 books to the three-county area.

Identified Information Service Needs (Uintah Basin)

1. Additional scientific-technical information, especially related to electronics and high-tech industries; and
2. Access to professional and educational journals, learning materials, etc., to support professional needs and the USU/Uintah Basin Educational Center, especially for the upper division, in-service, and graduate courses currently offered or being offered.

Price, Utah

Price is located in the southeastern quadrant of Utah in an area principally settled by miners. One historian recently noted that Price and the Carbon County area has been called Utah's "Ellis Island," because of the unusual mix of various ethnic groups and cultures which emigrated to Utah to work the coal mines and railroad operations. Carbon County still maintains an ethnic mix. Between 1960 and 1970, the population in Carbon and Emery counties decreased because of the decline

in coal production, but with the changes in energy demand during the 1973 oil crisis, coal production in both Carbon and Emery Counties increased. In 1980, the census population statistics shows an increase of 6,532 residents in the Price/Carbon area, a population exceeding that of 1960. Emery County became the site of coal-fired electrical generating plants, with the county's population growing from 5,137 (1970) to the 11,451 of the 1980 census. The combined populations of these adjacent counties now exceeds 33,630 residents.

Price is a primary service center for both Carbon and Emery Counties, and provides medical services, business centers, and many governmental services for both counties. Since the coal development, many new businesses have been established and a number of new professionals have become permanent residents.

Both Carbon and Emery Counties support a sound public school curriculum, and have built new facilities to accommodate the growth in student population. Nevertheless, the population growth has often exceeded the school system's ability to assimilate all the students into classrooms without some over-crowding problems. With the current recession, however, the student population has stabilized and has provided the district an opportunity to better plan for future students and programs. The district also offers many adult courses.

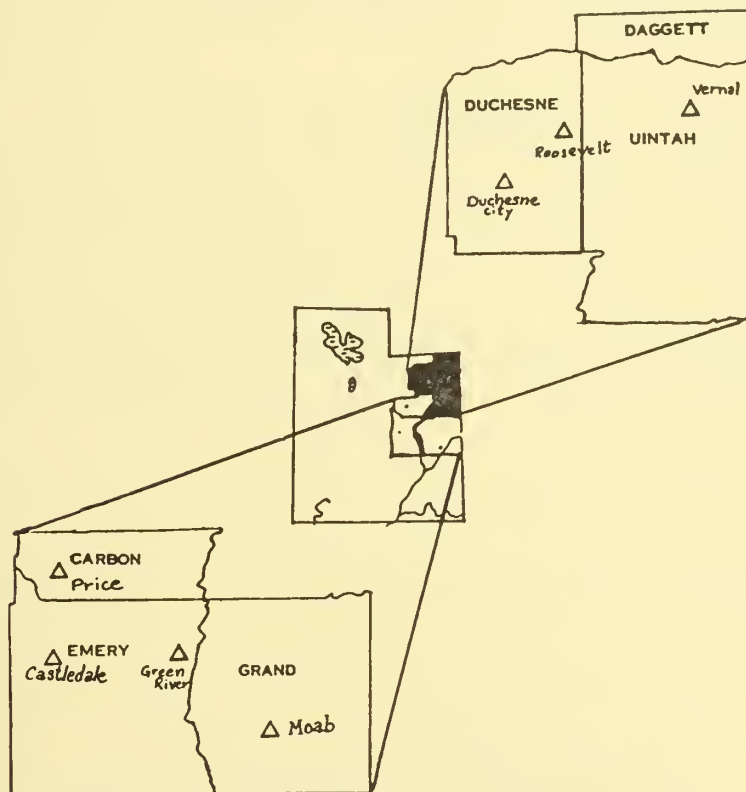
In addition to the public schools, Price is the home of the College of Eastern Utah, a publicly-supported two-year junior college. CEU is one of three junior colleges in the State System of Higher Education which offers an associate degree as well as specialized technical programs related to the mining industry. In recent years CEU has begun to build a schedule of evening courses to serve the adult and non-traditional student populations.

As a complement to the CEU program, Utah State University's Southeastern Center for Continuing Education has offered upper division and in-service programs to residents in Carbon and Emery Counties. These courses and academic programs continue to provide additional faculty strengths and learning resources to those available in the local communities.

Library and Information Services: The Price City Library currently has 25,490 volumes with an annual circulation of 63,099. Supported by city government, it serves a broad base of users from elementary students to senior citizens, and is located centrally in the downtown business district. The Price City Library is complemented by the library at the College of Eastern Utah; CEU students use both libraries for their research. A third library at Helper, Utah (a small community about 10 miles from Price) contains about 11,000 volumes, and has an annual circulation of slightly over 14,500 items. Bookmobile service, operated by the Utah State Library on a contractual basis with Carbon and Emery, circulated 71,237 books.

Identified Information Service Needs (Southeastern Utah)

1. Improved access to technical and professional informational resources, especially those supportive to college programs and professional development.
2. Development of an interface between the Price City Library and the College of Eastern Utah to provide supportive services, especially in the combined use of informational technologies and database subscription.
3. Improved library resource networking for the location, identification, and transference of informational materials to the local users.



II

Life Span Learning

Life Span Learning embodies both the concept and practice of identification of needed programs and services of learners, of developing learning programs or providing opportunities which respond to the changing learner needs, and of continuous reassessment of the roles that higher education, public education, public agencies, professional organizations and the private sector may provide in training, professional renewal, and cultural and social enrichment. It is the philosophical acceptance that learning can take place in a variety of environments which may be unrestricted by time or location.**

The Utah Implementation Plan is based on extending educational and informational services to rural communities as an extension of and complement to Life Span Learning. It is predicated on the following general educational assessments:

- The obsolescence and change of knowledge,
- The rapid, almost exponential, growth of new knowledge,
- The need to apply skills and knowledge to the solution of social problems, especially the re-training,
- The need to provide alternatives to traditional on-campus attendance at times and locations convenient for non-traditional students,
- The need to provide learning resources to strengthen educational activities in rural areas,
- The need to link together the public and private resources and programs.

-A-

Life Span Learning at Utah State University: The concepts and practices have been adopted and integrated into both the administrative structure and the academic programs of the University since 1970. With the appointment of a Vice President for University Extension and

** These ideas are supported by Carnegie Commission studies of higher education which call for "alternative channels" through which learners can step into and out of learning environments; improved access to educational and informational resources for full-time workers; and ways to expose professionals to new concepts, ideas and resources.

assistant or associate deans in each of the eight academic colleges, the resources of the campus were linked to the needs of the community through the network of Cooperative Extension agents. This linkage has facilitated new resources for education, training and community problem-solving. Several factors underscore this commitment:

Extension Centers: Under direction of the State Board of Regents, the University has established two formal Centers for Continuing Education (Roosevelt, 1967 and Moab, 1969); in recent years, seven additional informal Centers have been established in rural areas to provide educational and training programs.

Organization of the Life Span Learning Program: To strengthen the administrative support for non-traditional education, the Life Span Learning Program was created in 1980. This program provides campus and state leadership in three areas: (1) the Conference and Institute Division to promote on-campus non-traditional programs using the conference and resident facilities; (2) the Extension Class Division to promote off-campus instruction and independent study; and the recently initiated evening school; and (3) the Extension Centers.

Degree Programs for Non-Traditional Students: Some off-campus degree programs have been initiated, including degrees in education, Liberal Arts, and graduate studies, including an M.Ed. and MSS. Other programs for external delivery are in the planning and development stages.

Recognition of the Non-Traditional FTE: A critical advance (winter, 1983) came with the recognition of the non-traditional (Extension student) FTE. Approved by the Board of Regents, this further supports the recognition of Life Span Learning, and may, in the future, produce additional funding supportive to the outreach mission.

Increased Participation in the Conference Facilities: The conference facilities have increased the capabilities of the university to provide educational and community service programs. Since these facilities opened, 26,455 non-traditional students participated in workshops, short-courses or conferences, and an additional 20,047 attended community service or professional meetings. These facilities present an ideal location for many of the training programs for the Community Learning and Information Center leaders and information specialists.

USU Facilities and Services Supportive to Distance Education

1. USU Television and Radio Production Services, a broadcast-quality production distribution facility.
2. Merrill Library and Learning Resources.
 - A. Instructional Development Division, support services for

course development, training, and professional design assistance.

- B. Graphics, Printing and Photo Services.
 - C. Audio-Visual Services--films, video
 - D. Patron Services for books, documents, and government repository; on-line database search; on-line catalog.
3. Department of Instructional Technology.
- A. Training programs.
 - B. Videodisc, videotape, and interactive microcomputer educational product development.
4. Area Extension Offices and Extension Centers, equipped with:
- A. Teleconferencing equipment
 - B. Microcomputers

Multi-State Program Services: Some programs of the University are designated multi-state service centers, such as the Exceptional Child Center. This Center has developed a number of parent/child training programs (instructional kits); interactive microcomputer/videodisc training programs, among other outreach services. Other areas of multi-state service include cooperative efforts in Audio-Speech Pathology; Human Resource Development (business productivity for rural areas); Nutrition and Family and Human Development, among others.

-B-

Utah State Library: The Utah State Library was established July 1, 1957, by the Utah Legislature in response to the Federal Library Services Act of 1956. It operates as a division of the State Department of Community and Economic Development. The State Library currently has four major programs offering a wide variety of services to libraries.

The Special Services Program provides library services to the blind and physically handicapped. Materials are circulated free of charge to qualifying individuals in braille, on records and tapes, and in large print. The newspaper station provides daily broadcasts of area newspapers.

The Extension program operates a statewide bookmobile program. Sixteen bookmobiles serve twenty-six of Utah's twenty-nine counties, circulating over 2,000,000 books annually. Bookmobile service is available within the areas targeted for participation in this project.

The Technical Services Program operates a cooperative purchasing, cataloging and processing center serving over 500 libraries including

the Uintah County Public Library, and the Roosevelt, Price and Helper City Libraries. The program uses the On-Line Computer Library Center (OCLC) database for cataloging and is working toward the establishment of a network for bibliographic access and resource sharing among Utah libraries.

The Reference Services Program administers the statewide interlibrary loan network. Through this service, the State Library provides books from its own collection to fill requests from local libraries. Requests unfilled at the State Library are referred to other libraries within the state and nationwide. The program also provides database searching for libraries lacking this capability, and coordinates the collection, distribution and indexing of state publications. An audiovisual collection is maintained for circulation to public libraries, and some other audiovisual materials produced by state agencies are circulated to the general public. Backup reference assistance is also provided to requesting libraries within the state.

Other general support services provided by the State Library include a general consulting service, a used equipment and furniture exchange, a personnel referral service, maintenance of a review collection of children's books donated by publishers, development of summer reading program materials for use by libraries, and administration of federal funds.

RECOMMENDATIONS OF THE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES (1979) and the WHITE HOUSE CONFERENCE ON LIBRARIES (1979)

This project comes at a propitious time for library development for the state of Utah, especially since it complements the recommendations for coordination and leadership in developing informational services for the residents. Following a two-year planning process to involve a broad number of citizens in the local communities, multi-county, and state meetings to consider and speak-out about the information services needed and the issues related to state-wide library development, the following policy recommendations were adopted by Utah delegates to the 1979 Governor's Conference on Library and Information Services.

1. To establish minimal levels of service to meet the information needs of today's society.
2. To increase the networking among the libraries and media centers to provide the effective delivery of service.
3. To increase the public awareness of library and information services.
4. To provide continuous community and state evaluation of information needs to meet the growth demands and changing needs of society.

5. To provide training for library personnel, especially in fiscal management and personnel matters.
6. To provide leadership in developing a cost-effective and efficient means to share resources.
7. To give leadership in the use and development of new information technologies.
8. To develop a state plan for library services and to establish cooperation among the professional, institutional and agency users.

Utah Plan for Library and Information Services: Following Utah's first Governor's Conference on Library and Information Services, the Conference delegates ranked its recommendations. The top priority was the development of a comprehensive plan for the improvement of library services. To create this plan, the Utah Advisory Committee on Library and Information Services was formed by the Utah State Library Board. The Utah Plan for Library and Information Services resulted from the efforts of this group, assisted by librarians and citizens around the state who attended hearings, participated on committees and submitted written comments.

The Utah Plan for Library and Information Services includes fifteen goals and eighty program recommendations grouped within seven areas of concern: Services, Resources, Public Awareness, Personnel and Facilities, Financial Support and Legislation, Intellectual Freedom and Standards. The program recommendations identified within the plan are compatible with the Community and Learning Information Center project.

One specific recommendation for implementation touches several areas of central concern to the project. It calls for libraries to explore:

1. The developing relationship between traditional library services and computer-assisted technologies in providing library and information services, and in supporting the flow of information within the state;
2. The development of a plan for providing information services to energy-impacted and rural areas within the State; and
3. The need for adequate library services to support distributive educational programs, such as vocational centers and other post-secondary programs, university extension courses, etc.

-C-

Planned Statewide Telecommunications System: Under the leadership of the State Board of Regents and with the technical capabilities of KUED (University of Utah), the state has undertaken the design and

development of a state-wide microwave system. This system will provide two-way television linkages; data circuits; and voice-grade teleconferencing capabilities. In addition both public radio stations will be able to be received state-wide (KUSU--Utah State University and KUER--University of Utah). This system will provide lower cost telecommunications linkages for use of higher education and state agencies, which will be supportive of outreach education, linking the libraries, public schools and USU Outreach Education Centers.

III

Educational and Service Priorities

The following priorities have been established in three ways: (1) the administration of the Community Interest Inventory survey to users or potential users in the target sites; (2) the discussion of needed services and programs with school administrators, professionals, and others in the communities; and (3) a state implementation meeting of community representatives, state agency personnel, and college and university administrators and faculty (January, 1983, see attached workshop schedule). Through these processes, we have been able to further assess what many of the continuing needs of residents are and what priorities for services should be established. This is based on both the identification of service needs and the ability of the institution, state agency or private sector to fulfill or serve that need during the first year to eighteen months following implementation; the agencies, institutions and community representatives advocate continuing assessment for improving local services.

-A-

Training Program for Community Specialists

This is the most important key to a successful implementation in the rural communities, but the kinds of training necessary for the community specialists--at least in Utah communities--must extend beyond the traditional library training.

As a first priority, we support the development of an intensive training program. The training should include:

1. Training in the use of information technologies and database utilization (on the equipment to be installed at the community sites);
2. Community Assessment techniques and skills;
3. Marketing Design and Techniques;
4. Community Referral Processes; and,
5. Public Relations.

The training design is based on the practical applications of these skills to problem-solving in the local community.

We support the broadened training program to include the community librarian and information/education specialist, local Extension agents and others, and university faculty and state agency personnel. This, we believe, will build a strong support base for the services to become available in the local communities.

Following the intensive training, on-site training should continue through utilization of computer-assisted learning/training programs and the telecommunications facilities.

-B-

Educational Program/Service Priorities (Initial Implementation Years)

Utah has grouped services/programs into five categories. In workshops, group leaders were charged to: (1) examine community needs; (2) to determine the capacity of the educational institutions or state agencies to respond to identified needs; and (3) to present a listing of programs and/or services which could be implemented through telecommunications systems at the local Community Learning and Information Centers.

Family Services, group leader, Dr. Glen Jenson, head of the Department of Family and Human Development, Utah State University.

1. Management and Decision-Making Skills/Family Finance
2. Parenting Skills
3. Training for the Exceptional and Handicapped Child--parent and child programs
4. Support Groups/Programs for the Single Parents and Referral to other community or state support
5. Continuing Educational Services/Training for Professionals, including nutrition/diet for hospitals; services for social service personnel
6. Nutrition Programs (family, schools and professional)
7. Housing
8. Clothing/Buying Skills

Services/Programs for Life Span Education, group leader, Dr. Rex Tueller, Asst. Vice President of University Extension, USU

1. Strengthening the Information Services to Complement and Provide Support for the Academic Courses and Programs of USU

and other schools, including (a) on-line bibliographic search and abstract services; (b) on-line retrieval of documents (based on the availability of the services); and (c) increased effectiveness of inter-library loan services.

2. Increased use of Teleconferencing Capabilities for multi-site distribution

3. High priority courseware development

Advanced Placement for high school students (not available in many rural sites)

Career and Life Education Skills, including services for youth and adults in career opportunities, guidance and counseling

In-Service Training Programs: educators, professionals (high demand in computer literacy; now mandated by state certification requirements)

Womens' programs

Undergraduate and graduate coursework, based on the current requirements of USU and other schools, and transferable to other institutions

Community Services, group leader, Dr. Wesley T. Maughan, Coordinator for Community Development, USU Extension Services

1. Training Programs (credit, CEU, and certification services)

police and law enforcement (40 hours for annual recertifying)

EMT (police and volunteer firemen; 40 hours)

Nursing (skill upgrading; recertification)

Elected Officials (management, decision-making, leadership and community analysis)

Appointed Officials

Medical Personnel (private practice; medical centers)

2. Individualized Information/Learning Activities (access/demand)

Lawyers (especially, legal informational services)

Teachers

County and city planners, engineers

GIS Planning Systems (planners, government)

3. Public Education/Information

Available Videotapes on community problems/issues

Public medical programs

Referral Services to other community, state, federal sources

Graduate Student Information Services (especially in-service programs offered for credit)

Agriculture/Natural Resources, group leader, Dr. Dennis Funk, Associate Vice President for Extension, USU

1. Oil Shale/Coal Extraction Land Rehabilitation (training)
2. Salinity Control/Irrigation Efficiency (water quality)
3. Erosion Control (information and training)--particularly in the Price/Carbon area.
4. Computer Training for Effective Farm/Ranch Management
5. Integrative Reproductive Management for Livestock

To Be Developed or Under Development (state agency and/or Cooperative Extension Services)

Electronic Marketing

Training for Agriculture Leadership and Agency Personnel

Information Packages for Particular Agricultural Issues

Coordinated Resource Planning

Coordinated Approaches (state, county & community) Resource

Inventory at publicly-accessible site (Information Centers)

Small Business/Business, group leader, Dr. Byron Burnham, Extension Evaluation Specialist and Director, Management Institute for Business, USU.

1. Education/Training Services (Pre-Business Ventures)

feasibility studies, techniques

marketing techniques, methods

promotion, advertising

funding, capitalization

management capacities, techniques

2. Retailing/Production

financial analysis

marketing, product development and evaluation

record keeping
legislation up-dates

3. Time and Effort Management Skills

production
personnel

Although state-initiated program/service development will primarily respond to identified needs in the target communities, the resources will be available for distribution and use by other states to serve their identified needs, thus effecting an economy-of-scale

-C-

Credit for Prior Learning and/or Acquired Proficiency

As noted above, Utah State University's Life Span Learning programs have a number of students enrolled in off-campus degree programs at both undergraduate and graduate levels. In addition, a separate study of students enrolled between 1967 and 1970, who had a 2.7 gpa or better and who had between 45 and 130 credit hours, showed that over 1,700 had withdrawn from the academic programs of the university. Over 67% of this group of students from USU alone were females. This group represents a feasible academic market for degree programs, especially if the upper division coursework and the learning resources to support their development were available.

In recent years, Utah State University and the Life Span Learning Programs have made concerted efforts, in cooperation with academic colleges and departments, to provide entry and re-entry services to non-traditional students. In efforts to aid these students, the university offers the following services to encourage and assist the degree-seeking student:

1. Earned credit by taking CLEP and/or Advanced Placement examinations, which fulfill General Education requirements.
2. Credit by Special Examination, for students whose acquired knowledge or skills are suitable and equivalent to the experience and training received in organized coursework.
3. Credit Evaluation for Formal Experience/Training from non-accredited programs, such as the military training. (Many who fulfill military service are awarded credits.)
4. Transfer Credit from Accredited Institutions, evaluated for general education, upper division, and academic program applicability.
5. Credit for Cooperative Education, Internships, etc., is awarded for planned learning activities which give students practical experiences related to vocation.

6. Specially-designed Methods to Determine Proficiency and Credits. (To some extent this is similar to some of the methods of portfolio analysis of a student's prior learning, but, as yet, this is not widely practiced.)**

IV

Facilitating Organizations for Communities and State

-A-

Community Organization: A local committee will be organized in each of the participating communities to provide direction and leadership, to give information related to program and service needs, and to provide visibility and public relations among the various community groups. It is recommended, by community residents, that this group be represented by the following membership to be appointed by the library board:

- Local library board
- Cooperative Extension Service (agent)
- Chamber of Commerce
- Public School (administrator and teacher)
- USU Extension Director for Life Span Learning
- Mass media (newspaper, radio)
- Business Sectors (multiple representatives)
- Local government/Association of Governments

** A recent example is the method to be used to award academic credits to young, college-bound members of the Ute Tribe. These students have been educated in English, but many have lived in a bilingual environment, acquiring bilingual language skills which are recognized by the university. The Tribal Elders wish to preserve their language and cultural heritage, but because the Ute language is only in the oral tradition and no language or grammar books have been compiled or written (because of the small numbers), the youth of the Ute Tribe are losing their native language skills. This program offers incentive to attain and/or maintain these skills.

Evaluation of the student's attainment of the Ute language will be done in an oral interview with two native-speaking Tribal Elders and one outside speaker-linguist. The awarding of credits will be based on a criteria established prior to evaluation of the student, including the knowledge of grammar, structure of the language, vocabulary, pronunciation, etc. Students may be awarded between five (5) and twenty-five (25) credits by the university for their attained skills.

Selected state/federal agency personnel
Professional groups (law, health and medicine)
Church groups
Senior Citizens

-B-

State Resource Councils: The state resource council provides a means to link the problem-solving and educational resources of the state agencies and colleges and universities to the service of identified local needs. To be effective, it must be broad-based to provide the development of leadership, program and service development, and extension to other public and private agencies. The following represents the broad-based membership of this council:

Community representatives (selected from the community committee membership)
State agencies (State Board of Education--public schools; Department of Agriculture; Social Services; Health; Community and Economic Development; Police Officers Academy)
Private Sector Services (including medical and health personnel, such as the educational arm of the LDS Hospital in Salt Lake or the Holy Cross)
College and University administrators and faculty
Business representation
Cooperative Extension Services
Telecommunications and media services
Utah State Library



COOPERATIVE EXTENSION SERVICE
UTAH STATE UNIVERSITY

UMC 49
LOGAN, UTAH 84322

Utah State University and the U. S.
Department of Agriculture Cooperating

April 7, 1983

Dr. Arlon Elser
Director, Education Programs
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016

Dear Arlon,

Although I am relatively new to the role of Vice President for Extension at Utah State University, I am impressed with the organization and personnel that I inherited from Clark Ballard and Dennis Funk. As you are aware, Utah State University Extension and Life Span Learning has a different organization model than most land grant institutions. The USU model unifies the resources of the academic departments and programs and services of Cooperative Extension. This model, in itself, has been dynamic in the creation of programs and services which identify diverse needs. In addition, it often provides personnel for evaluation of complex problems from multi-disciplinary perspectives.

One of the most significant developments has been our Life Span Learning Programs in University Extension. Our outreach efforts have been highly successful, especially at our established "outreach resident centers" in Roosevelt and Moab. At these and other locations we have established graduate programs in education, business administration, public administration and human resource development. These new programs have been highly successful, particularly for students who would have been unable to continue their education in traditional on-campus programs. With the addition of the on-campus Life Span Learning facilities, we have brought over 40,000 learners to campus for short courses, conferences and institutes.

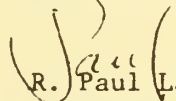
This project compliments the goals for Extension and Life Span Learning, including the improved delivery of informational resources and educational services to rural Utahns. It can demonstrate the effectiveness of improved communications technologies as a means to link the campus resources, research and programs with the rural learner. It will strengthen the learning resources for the undergraduate and graduate programs the university is providing and it provides a working linkage between the university, state agencies and local communities.

Dr. Arlon Elser
April 7, 1983
page 2

As I understand this proposed project, it seems to be a unique model which may have relevance in other rural regions of our nation. It is for these reasons that I hope the Kellogg Foundation will give careful consideration to the project.

Arlon, I personally look forward to a visit with you to discuss our mutual activities and to renew our old friendship from our days at Michigan State University.

Sincerely,


R. Paul Larsen
Vice President for Extension
and Continuing Education

RPL:mb
enclosure



SCOTT M. MATHESON
GOVERNOR



STATE OF UTAH
DEPARTMENT OF COMMUNITY AND
ECONOMIC DEVELOPMENT
ROOM 6290 STATE OFFICE BUILDING
SALT LAKE CITY, UTAH 84114
(801) 533-5396

March 1, 1983

Dr. Glenn R. Wilde
Associate Dean for Extension
Humanities, Arts and Social Sciences 07
Utah State University
Logan, Utah 84322

Dear Dr. Wilde:

I have been pleased to hear of the progress of the Community Learning and Information Center project. Since one of the major emphases of this department is to provide technical assistance to local governmental units, I am keenly aware of the great need to improve the delivery of the informational and educational services to individuals and to a broad spectrum of local governmental, professional, and organizational groups. This need is particularly critical in non-metropolitan areas of the state.

As Executive Director of the Department of Community and Economic Development, I support the concepts outlined within the grant proposal to the Kellogg Foundation, and look forward to the State Library Division's continued participation in the future development of this project.

Sincerely,

Dale B. Carpenter
Executive Director

rl



JOHN M. MATHESON
GOVERNOR



STATE OF UTAH
DEPARTMENT OF COMMUNITY AND
ECONOMIC DEVELOPMENT

STATE LIBRARY DIVISION

2150 SOUTH 300 WEST, SUITE 16
SALT LAKE CITY, UTAH 84115
PHONE 533-5875

March 1, 1983,

Dr. Glenn R. Wilde
Associate Dean for Extension
Humanities, Arts and Social Sciences 07
Utah State University
Logan, Utah 84322

Dear Dr. Wilde:

Some years have passed since we first met to discuss the role of public libraries in supporting continuing education for adults. During the intervening time, the Community Learning and Information Center project has developed conceptually and has moved carefully ahead building cooperative linkages within the target communities and among the providers of informational and educational resources in the state. I am pleased that the project will shortly be moving into the implementation phase.

The scope and emphases of the project will support several areas of concern to the State Library: strengthening the abilities of local libraries to serve as true "community information centers"; testing the potential applications of new technologies in the rural environment; and providing better library support for adult continuing education. The strategies outlined in the Community Learning and Information Center project have great potential for effecting long-term changes in the quality of educational and informational services available within the state's communities.

I formally offer the support and endorsement of the Utah State Library to this project as you prepare to submit the final grant application to the Kellogg Foundation. Just as we have been actively involved in the development of this project, we will continue to support its implementation phase.

Sincerely,

Russell L. Davis
State Librarian



COOPERATIVE EXTENSION SERVICE
UTAH STATE UNIVERSITY

UMC 49
LOGAN, UTAH 84322

Utah State University and the U. S.
Department of Agriculture Cooperating

April 6, 1983

Dr. Arlon E. Elser
Director, Education Programs
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49017

Dear Dr. Elser:

For over four years, I have been aware of the Community Learning and Information Center project which faculty at Utah State and other Intermountain land-grant universities have been developing. The development of the project has involved a number of community, state agencies and university personnel in the research, planning and development phases, and complements many of the goals which have been established as University and Extension priorities for development.

The research report, found in Appendix I of the proposal document, cites hard and substantial evidence of need for informational and educational services in rural areas. This research in Utah is complemented by the Extension project, referred to as "USU and You-Project '82", to ascertain program needs at the community, multi-county, and statewide levels. We undertook this process to better understand our Extension constituents and to better serve their needs. Using a nominal group technique, participants identified among other things, the need for additional information and training in the areas of family and human development, agricultural management, and foods and nutrition. In the area of continuing education our constituents indicated that they wanted Extension and Life Span Learning to take active roles in the development of telecommunications systems to deliver services to our rural areas.

In reviewing the data and information gathered from Project '82 and the data gathered for the targeted rural communities through the project team for the Rural Community Learning and Information Center, I find that the results have a high correlation--not only for Utah, but for the other participating states as well.

As a former Extension Agent, I recognize the need to effectively transfer information to the rural user, and the concept of being able to aggregate services in a public site which can be used to support our Cooperative Extension programs has not only appeal to our rural residents, but may in fact provide greater University and Extension services. We hope that the project team will be able to implement the program in the near future, and the Kellogg Foundation can be assured of my support.

Sincerely,

C. Dennis Funk
Associate Vice President

CDF/ic

March 2, 1983

Mr. Glen Wilde
Humanities Arts &
Social Services
Utah State University
Logan, Utah 84322

Dear Mr. Wilde:

The City of Price is a primary service center for both Carbon and Emery Counties. As the area continues to grow, so does the need for a more technological library. With residents of every age depending upon the city library as a source of information, it is important to have more advanced programs.

I feel that the Community Learning and Information Center Project would be a great asset to our community and library system. I strongly support it for our area. .

Sincerely,

Art Lee Martines

Art Lee Martines
Mayor of Price

ALM/mbs

**PRICE MUNICIPAL
CORPORATION**

March 3, 1983

Mr. Glen Wilde
Humanities Arts and
Social Services
Utah State University
Logan, Utah 84322

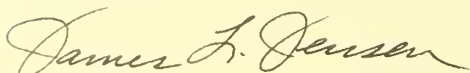
Dear Mr. Wilde:

Our City library is utilized by residents from elementary age to Senior citizens. With the great advance in technology I feel that we should do everything possible to implement new ideas into our library system.

I feel that the Community Learning and Information Center Project would be an incredible asset to our library system. I very strongly support this project for our library.

If I can be of further assistance to this project please do not hesitate to contact me.

Sincerely,



James L. Jensen
Councilman
(over the library)

**PRICE MUNICIPAL
CORPORATION**



UINTAH COUNTY

STATE OF UTAH

COUNTY BUILDING
147 East Main
Vernal, Utah 84078

COMMISSIONERS:
Neal H. Domgaard
Byron G. Merrell
Leo Snow
ASSESSOR - Don M. Walker
AUDITOR - Amy G. Pope
ATTORNEY - Mark Nash
CLERK - Dorothy L. Peltier
RECORDER - Lola Anderson
TREASURER - Frances P. Southam
SHERIFF - Arden W. Steward
SURVEYOR - Nelson Marshall

March 16, 1983

Mr. Glen Wilde
UMC 7M-131
Utah State University
Logan, Utah 84021

Dear Mr. Wilde

We in Uintah County are honored to be selected as a site for the ICLIS/UTAH implementation. For many years we have needed the contact, this program will provide to our State Universities. Vernal being 150 miles away from a University and being in the Energy Development Heartland will benefit greatly from this program.

Sincerely


Byron G. Merrell
Uintah County Commission

BGM/ms

MAX R. TOLMAN
MANAGER - OWNER



55 East Main Street
Price, Utah 84501
Phone (801) 637-1381

February 28, 1983

Glen Wilde
Humanities, Arts and Social Sciences
Utah State University
Logan, Utah 84322

Dear Mr. Wilde:

I thoroughly enjoyed the seminar held at Utah State University to discuss the implementation of the computer system for the Price area.

Because of our outlying location, I feel we have a great need for this type of service. I have discussed this idea with many businessmen who are also in favor of it.

Sincerely,

Max R. Tolman
Max R. Tolman



Utah State University Education Center

AT THE UINTAH BASIN

P.O. Box 668
Roosevelt, Utah 84066
(801) 722-2294, 789-6100

March 4, 1983

Dear Glenn:

This letter is in support of the pending grant application to the Kellogg Foundation for the implementation of the Intermountain Region Learning Resource Center Project.

One of the very notable deficiencies in the Uintah Basin is the lack of access to informational and research databases and correspondingly the lack of resources available for funding or development of such. This type of need is especially acute for Utah State University's Uintah Basin Education Center which serves the Ashley Valley and other rural areas of the Uintah Basin. Inadequate library resources and the lack of ready accesses to and retrieval ability from national databases is a definite handicap as our Center maintains and continues to develop quality academic programs.

I am excited about this proposal and the possibilities it provides through telecommunications and informational technologies. This grant will provide the needed resources to mitigate some of the primary obstacles in providing educational services to isolated rural areas. I strongly recommend that the Regional Resource Center Project be funded.

Sincerely,

Dr. David A. Medlyn, Director
Utah State University
Education Center

DAM/jbw

PRICE CITY LIBRARY

PRICE • UTAH

February 26, 1983

Mr. Glen Wilde
Humanities, Arts and Social Sciences
Utah State University
Logan, UT 84322

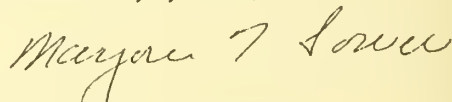
Dear Glen:

The Community Learning Porject could and will be the best thing to ever happen in this community. This community has been isolated for many years from society's main stream.

The local energy boom has brought in new ideas, new people, new attitudes!

The Learning Center would be a learning tool to help the community to adjust to new ideas and the computer age. It would bring vital needed training programs for police, fire, hospital, etc. It can and will be the center of the community.

Sincerely yours,



Marjorie T. Sower
Librarian

np

1990 South 2000 East
Vernal, Utah 84078
January 25, 1983

Mr. Glenn Wilde
Associate Dean for Extension
College of Humanities, Arts and Social Sciences
U. M. C. 07
Logan, Utah 84322

RE: Community Learning and
Information Centers Project.

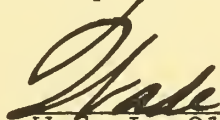
Dear Glenn:

I apologize for not being able to participate in the planning meeting scheduled for January 27, 1983. I had hoped to be able to alter a couple of previous commitments but failed so I will not be in attendance.

I am still extremely excited about the ramifications of the telecommunications systems which might be utilized in the project. You have my total support as the president of the Uintah County Library Board and as a prospective user of the services intended. I am anxious for you to meet Mr. Evan Baker, the director of the Uintah County Library. I think that he has some very progressive ideas and is one who could really 'take the ball and run with it.' Our county library is really beginning to show some progress in many different areas. Evan is very "Service Oriented" and I feel that this is the bottom line of the project at hand.

Once again, I regret that I will not be able to be present for this conference. My best regards to yourself and the many others who have spent such endless hours in preparing the ground work for the project.

Respectfully yours,



Wade L. Olsen, Media Director
Discovery Elementary School &
President, Uintah County Library Board

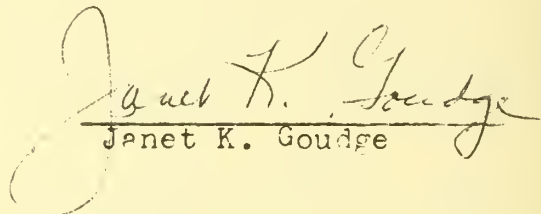
March 2, 1983

Glen Wilde
Humanities, Arts and Social Sciences
Utah State University
Logan, UT 84322

Dear Mr. Wilde:

As a member of the Price Library Board I support the Community Learning and Information Center. This would be a great asset to a growing community such as ours, with new schools and the College of Eastern Utah. Price has been isolated for some years and communication with other areas would be of great assistance to us.

Yours truly,


Janet K. Goudge



COLLEGE OF EASTERN UTAH

PRICE, UTAH 84501

DEAN M. McDONALD, President

March 3, 1983

Glen Wilde
Humanities, Arts and Social Sciences
Utah State University
Logan, UT 84322

Dear Mr. Wilde,

I commend you for your efforts for the grant concerning the Community Learning and Information Center. As the proposal nears completion I would like to extend my full support to the project. As a member of the Price Library Board we look forward to the implementation of the Information Center. Also as a college instructor the information retrieval will certainly aid in our education process.

Best wishes and good luck. If there is anything I can do to assist in the project, please let me know.

Sincerely,

Robert Taniguchi
Math Department Chairman

GOLDEN



EAGLES

Rt. 2 Box 3023
Price, Utah 84501
March 3, 1983

Mr. Glen Wilde
Humanities, Arts & Social Sciences
Utah State University
Logan, Utah 84322

Dear Mr. Wilde;

Many people in Price and the surrounding area anticipate the arrival of the technological equipment available through the Community Learning and Information Center Project.

Friends of the Price City Library want to see this project take hold. Friends, a group of about 35 members, has been involved in the remodeling plans at the Price Library. The initial plans were to make room for an enclosed children's room. Since the prospect of the Learning Center at the Library, Friends is working toward the remodeling including an area to house the equipment involved with the Project. We are encouraging people, energy and financial support to make the Community Learning Project an important part of our progressive area.

Price is already gearing up for a computer-oriented future. District teachers--hundreds of them--are enrolling in computer introduction classes at the College of Eastern Utah. CEU reports that computer courses are offered continuously from 3 p.m. to 10 p.m. due to community demand. In fact, CEU Vice-President of Academic Affairs reports that the winter quarter enrollment is the highest he has ever seen.

At the same time, Carbon and Grand counties are experiencing the higher unemployment rates in the State. Jobs are very competitive. Therefore, people are returning to school and courses, when available, to update and expand their education and training. Career changes, requiring different skills, is not uncommon either.

At the home level, traditional roles are going through a metamorphosis also. Many men and fathers, who are now unemployed, are having to assume more household and child care responsibilities. These people also need training to help in their new roles.

Marge Sower, City Librarian, reports that book circulation is on an upward trend with more people requesting library cards daily.

The potential to serve many types of people with many kinds of needs throughout the community is unlimited. The need to educate, re-train, update and inform is evidenced through the telltale signs of increased school enrollments, increased book circulation, job changes and family reorganizations.

As president of Friends, I speak for our volunteer support group that strongly endorses the potential usefulness of the Community Learning and Information Project in Price.

Most sincerely,

Julie Voorhees
Julie Voorhees
President, Friends



CARBON COUNTY

PRICE, UTAH 84501

March 3, 1983

Glen Wilde
Humanities, Arts and Social Services
Utah State University
Logan, Utah 84322

Dear Mr. Wilde:

The Carbon County Commission has reviewed the implementation plan for the Community Learning and Information Center Project and we feel very positive about the course of action identified for our area. Carbon County would like to be involved in a program of this type which provides increased opportunities for self improvement and the maximum use of existing facilities. We feel we already have an excellent information system with the College of Eastern Utah and the Price City Library. If your program can further enhance this established system we will strongly support it.

In the area of Educational Programs/Service Priorities we would like to suggest an addition to the established categories perhaps under the agricultural/natural resources group. The College of Eastern Utah has been trying to establish a four year mining degree. There would be a lot of local interest in this. Perhaps with backing from your project it could be accomplished. Further we would hope that other four year degree programs could be integrated into the area as an expansion of U.S.U.'s off campus degree programs. The general information concepts are quite sound.

The Carbon County Commission supports the program concept and will assist in its implementation anyway that we can. However, as you are aware finances at the local government level are very tight as they are elsewhere. We feel the program should become self-sufficient if possible. If we can assist further, please let us know.

Sincerely,

Floyd Marx
Carbon County Commissioner

FM/mp

PLATEAU MINING COMPANY

A Subsidiary of Getty Mining Company

P.O. Drawer PMC

Price, Utah 84501

Telephone (801) 637-2875

January 24, 1983

Mr. Glenn Wilde
Project Leader and Associate
Dean for Extension
Utah State University
Logan, Utah 84322

Dear Mr. Wilde:

I appreciate the opportunity to participate in your planning conference/workshop for developing and implementing services for rural communities in Utah. However, due to a conflict in my schedule, I regret that I will not be able to attend.

I have been communicating with the local library authorities in Price and suggested to them that Mr. Don Ross, President, Utah Coal Operators Assoc., be contacted in this regard.

I compliment you on your efforts to make computer facilities available in the Price and Vernal areas.

Sincerely,

A handwritten signature in cursive script, reading "Floyd J. Tucker".

Floyd J. Tucker
Vice President and
General Manager

FJT:lf



COOPERATIVE EXTENSION SERVICE

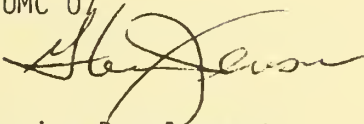
UTAH STATE UNIVERSITY

UMC 49

LOGAN, UTAH 84322

Utah State University and the U. S.
Department of Agriculture Cooperating

M E M O

TO: Glen Wilde, UMC 07
FROM: Glen Jenson 
RE: Community Service Development
DATE: February 8, 1983

Please find attached a list of people and their areas responsibilities that attended the small group discussion on family services as part of the planning meeting for community service development held January 27, 1983.

We also identified eight major topic areas that ought to have information available in the community learning and information centers. They are in no order of preference, but are as follows:

1. Money, Time and Decision Management
2. Parenting Skills
3. Helps and Assistance for Exceptional and Handicapped Children & Adults
4. Assistance in Organizing and Maintaining Support Groups for Single Parents, Working Women, Homemaker Groups, Parents of Handicapped Children, and other such groups that could naturally form in a community and provide emotional support to each other.
5. Inservice Training to social and emotional type helping professionals.
6. Nutrition
7. Housing
8. Clothing Construction, Purchase and Care

We also identified fifteen different program offerings that are currently available here at the University. These are likewise in no order of preference:

1. Telelectures on any of the above identified topics.
2. Independent study courses on a variety of topics, many of which are already available.
3. Banks of video tapes dealing with parenting, clothing construction, home care and income tax financial management.
4. Tips on Tape program is currently available in a few counties in the state and could easily be made available in the designated community at their learning centers. These tips on tape cover a wide variety of topics.
5. Computer programs focusing on parent helps, stress management, family budgeting, diet analysis, and food storage.
6. Regular columns in weekly local newspapers on any of the above mentioned topics.
7. Suggestions for upgrading the school curriculum offerings that relate to family services. This suggestion or looking at the curriculum could be taken care of through inservice and telecommunications.
8. Study guides and outlines furnished on any of the above topics, and video equipment to support those study guides.
9. Suggested library holdings relating to family matters.
10. Parent learning packets for parents of exceptional children. These learning packets would utilize the medium of video, computers, and video disc.
11. Community studies could be done to assess the quality of family life in a given area and a report made with suggestions on how the quality of family life could be enhanced.
12. Inservice training via video tape, telelecture, video disc, electronic blackboard for mental health workers, nutrition aides, clergy, social workers, other such persons.
13. Consultation to community self-help organizations such as the young homemakers, parents anonyms, cooperative day care centers, etc.
14. Provide access to large film banks and video banks that are located throughout the country.
15. Consultation on organizing and implementing county-wide workshops dealing with any of the identified concerns of money management, parenting skills, exceptional children, etc.

Uintah School District

ELEPHONE
301) 789-0020

635 West 200 South
Vernal, Utah 84078

SUPERINTENDENT
Philip E. Ellis

March 2, 1983

Dr. Glenn Wilde
Office of the Dean
UMC 07
Utah State University
Logan, Utah 84322

Dear Dr. Wilde:

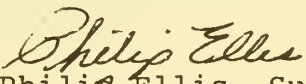
We are very interested in supporting your grant to the Kellogg Foundation for upgrading telecommunication capabilities in the Vernal area.


As we plan for future energy-related growth, the need is apparent to provide expanded and broadened information capabilities, including data base services, electronic blackboards, and two-way teleconferencing.

As you are perhaps aware, Uintah County is the tenth most populous county in the state of Utah, yet we have one of the lowest percentages per capita of adults attending higher education programs, at 8 percent. Uintah School District feels that upgrading information retrieval systems will assist us in providing not only enhanced public education opportunities, but also advanced educational opportunities.

We are definitely in support of your efforts to secure these additional services for our community.

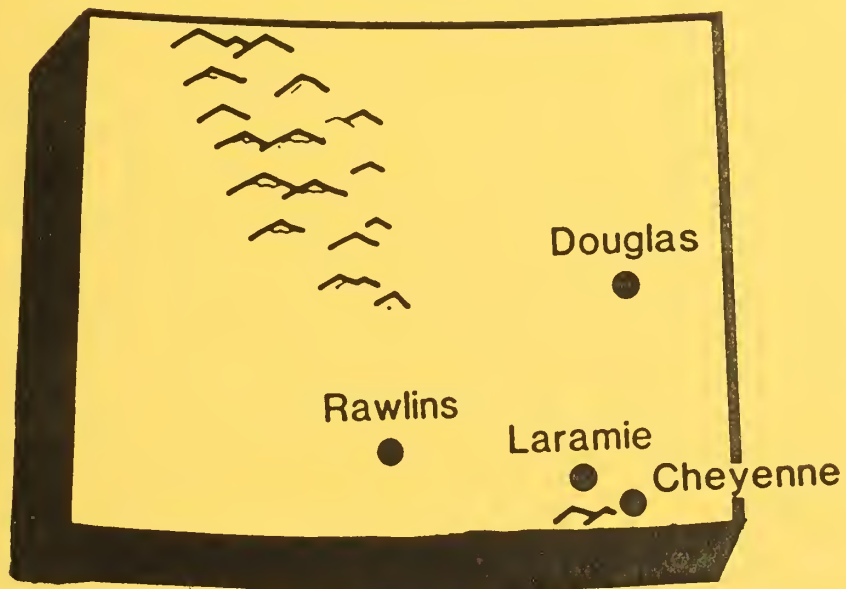
Sincerely,


Philip Ellis, Superintendent


Robert Vincent, DSW
Pupil Services Director

mc

WYOMING IMPLEMENTATION PLAN AND DOCUMENTATION



February, 1983

I. COMMUNITY SITE SELECTION FACTORS

1. The two libraries in Wyoming selected for this project are Rawlins (Carbon County) and Douglas (Converse County). Representatives from the State Library and State University made the site selection based on the following factors: rapid growth in past decade, influx of new businesses and industries, anticipated future growth, lack of higher education institutions, community interest and cooperation, need for delivery of information and education, anticipated future growth, innovative library staff, adequate space.

I. 2. Douglas, Wyoming, has a population of 6030 (125.3% growth) and in the seventies Converse County grew to 14,069 (136.9% increase). Douglas is the County Seat of a county whose economic base is mining (30%), trade (15%), government (15%), and agriculture (5%). The median age is 25.7 years and mean income is \$8988 per capita. The bloom from oil, uranium and coal development has faded, but the potential for growth is directly related to the general economy and energy sector. A rail line will be constructed in 1983 and possibly a coal gasification plant.

Rawlins, the county seat of Carbon County, has grown in population by 47% from 1970-80 and the county increased 64%. Major employment sectors include mining and minerals (26%), public administration (16%), retail trade (12%), services (11%), agriculture (4%). Median age is 26.6 and per capita income is \$9614. There are 24 schools in the county; one central library in Rawlins and 7 branch libraries. Rawlins anticipates future growth as energy development increases.

I. 3. Both communities have public education (K-12). Some rural schools in the county enroll as few as 3 students. Neither county has a college or vocational training school. The University of Wyoming has a field representative in Rawlins, and Eastern Wyoming College (95 miles distant) has a representative in Douglas. The State Law Enforcement Academy is located in Douglas. Agriculture Extension agents in both counties conduct programs in agriculture, home-ec, 4-H, and community resource development. Douglas has an active Community Education program. Forty five non-credit classes (primarily recreational) were offered in Spring 1983 and eighteen credit courses were offered through extension services of Eastern Wyoming College and the University of Wyoming.

I. 4. Rawlins is currently conducting an extensive needs survey; results will be available in early summer. The Douglas Human Resources Council, composed of 22 different county organizations, meets monthly to discuss needs and problems. Larger perceived education and information needs of both communities include: better and increased delivery of college credit courses, systematic professional continual education, training in new technologies, small business training (reflected in an extensive survey done by UW College of Commerce and Industry). In addition both communities feel the deprivation of lack of current technological equipment (reflected in letters of support).

II. COMMUNITY COMMITTEE

Each community has considered the make-up of the Community Council, but final decisions have not been made. Persons who definitely will be included are: County Librarian, Library Board Member, public school representative, agricultural extension agent, community education director, representative from Chamber of Commerce, private citizen, local government representative, representative from mining or mineral industry.

III. STATE RESOURCE COUNCIL

The composition of the State Advisory Board will be more difficult to select since widespread interest has been expressed by many public and private interest groups. The following have been suggested as a core committee: State Librarian, University Administrator, Community College Board member (or executive director), State Department of Education, Adult Ed coordinator, professional representative (Bar, Medical, Dental, Veterinarian), Homemaker, State Planning Office, representative from Wyoming Press Association or Broadcasters, representative from agricultural organization (Farm Bureau, Wyoming Stockgrowers), Wyoming Mining Association. Others might include representatives from Mental Health Associations, Hospital Associations, Association of Retired Persons, AFL-CIO, Wyoming Library Association, Association of Municipalities.

IV. EXISTING NETWORKS

The University of Wyoming's extension services, both agricultural and non-agricultural, provide a network to provide information, credit courses, workshops, cultural events. Ag extension agents are located in both towns, and UW has a field representative in Rawlins. Eastern Wyoming College has a field representative in Douglas. The colleges and University cooperate

in an education network. Community educators attend semi-annual meetings. Plans are underway to link county libraries, the State Library and the University libraries in a statewide circulation system. The State Library acts as the library's library and provides catalog and consultant assistance and some assistance for books and equipment through the Widening Horizons Program. OCLC is available in the State Library. Contact between libraries in the state is by telephone, and document delivery is by Post Office or United Parcel. No direct data bases are available in the two communities. Searches can be made through the University library in Laramie. Municipalities belong to a state wide league that provides data base searches through its office.

V. FIRST YEAR EDUCATIONAL THRUSTS

After recruiting and hiring personnel and installing equipment, the first year education thrusts would be:

1. Training library personnel.
2. Broad community education on new program; how it can be used by communities.
3. Hands on workshops in new technologies. Extensive promotional workshops.
4. Additional training on use of microcomputers by business, agriculture, self directed learners.
5. Programs, courses, activities for personal growth.
6. Health and medical education for consumers.
7. Recertification for professionals.
8. Vocational skills development.
9. Business skills improvement programs.
10. Cultural programs (music, drama, art).

VI. EQUIPMENT

Wyoming rural libraries are not well supplied with current technological equipment. Converse County Library has no video or computer equipment, nor does the Glenrock branch. Rawlins County Library has a video-disc player.

School districts in both counties have video-tape units 3/4" and computers for school (not public) use. Both Extension offices are served by Agnet (for public use). Various equipment (mini-computers, word processors, video monitors and recorders) is located in the county buildings, city

buildings, police departments and hospitals. This equipment is not for public use.

The University of Wyoming has the capacity for studio or field television production/recording in 3/4" format. This includes time code editing, full effects and electronic graphics generation. In short, depending on budget and planning time provided for an individual project, Broadcast Services is capable of sophisticated, broadcast-quality 3/4" television production.

Carbon County School District One

RAWLINS, WYOMING

OFFICE OF THE SUPERINTENDENT

December 21, 1982

Mrs. Bess Sheller
Carbon County Public Library
Carbon Building
Rawlins, Wyoming 82301

Dear Mrs. Sheller:

We are pleased to support your efforts to implement the Community Learning and Information Project. The population of Carbon County will certainly benefit from the improved delivery of educational and informational services to the community, as it is quite a distance to a major information and learning center.

In addition, we support this project from a selfish point of view. Currently, there are computers in several of the Carbon County School District One schools and more are on order for students in grades K-12. We would hope that with your commitment to the Community Learning and Information Project that our students and their parents would make use of these new learning and information opportunities.

Please keep us informed as to your involvement in this project.

Sincerely,



Hugh G. Simmons
Superintendent of Schools

HGS/mg

Eastern Wyoming College

DOUGLAS OFFICE

Box 1028

Douglas, Wyoming 82633

To Whom It May Concern:

Re: Letter of Support

It is with a great deal of anticipation that I offer the support and services of Eastern Wyoming College-Douglas to this proposal. Having had the opportunity to be in on the planning stages and to watch ideas take on a formative structure, it is truly exciting to visualize the prospects of working with a educational delivery system as outlined by this proposal.

EWC-Douglas is itself a proposal that has been nurtured the past three years. We are experiencing the normal amount of growing pains as we attempt to evolve a comprehensive educational program for Converse County. The goals and aspirations of this proposal would provide an ideal climate to help formulate and broaden our present delivery systems to include a portion of the population that we have been unable to reach at the present time and to give us a base to meet future educational concerns that are presently unfolding as we began to be recognized as an educational resource for our service area.

I sincerely believe that this extension branch, in consortium with our local library would be an educational model for rural institutions the 21st century.

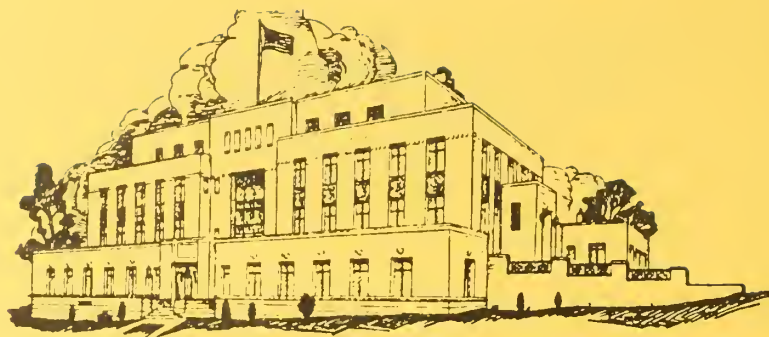
Sincerely,

John P. Anthony
College Coordinator
EWC-Douglas

COMMISSION MEMBERS

Robert Konrath
Norman Palm
Harry Russell
Jim Berger
Joe Zwierzycki

LANCE STEWART
ADMINISTRATOR



CARBON COUNTY PLANNING COMMISSION
336 CARBON BLDG., P.O. BOX 149
RAWLINS, WYOMING 82301
328-2651

December 29, 1982

To Whom It May Concern:

The Planning Commission of Carbon County, Wyoming, fully endorses the Western Rural Development Center's proposal to penetrate the four intermountain states with telecommunication and information services equipment. We believe this proposal to exhibit great merit and we offer any assistance we may be able to provide as the system is implemented.

This proposal has been well conceived in character and process. The need that is to be filled is a very real need and the program promises to be very effective. From the Planning Commission's perspective, there are any number of uses these devices might be able to fill.

We often are involved with community or regional projects that demand public presentations. We believe that some of the proposed video hardware could be utilized in our work as we seek to inform the citizenry on various short and long-term projects. Such use increases not only our own skills, but also increases the educational penetration of ideas to the local populace. From a narrower perspective, the proposed multi-state resource directory of program software and hardware could well prove to be a boon to our office as we get involved with a wide range of activities that could utilize much of the currently existing software available. Additionally, the proposed networking and linkages between the universities and state libraries will meet a real need for us, as often we find ourselves in the position of needing to know where and if certain technical library resources are available quickly.

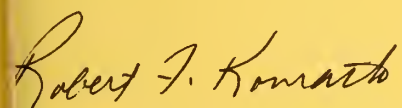
Many of our informational needs not readily satisfied here include information relative to planning to cope with problems of energy-related "boom and bust", resource management, and human services delivery. As new energy projects are proposed in our county, we need to assess the potential impacts on a wide variety of infrastructure and service needs, including items such as road, housing, public schools, libraries, hospitals, sewer and water systems, and human services ranging from fire and police protection to programs

continued . . .

for the elderly. There is currently available software to assist in such impact evaluations and we would hope to see such resources included in this project. Along these same lines of interest the proposed linkages among state and university libraries would allow us to keep abreast of new developments in impact analysis that are published in various planning-oriented technical and professional journals and texts.

We visualize numerous other worthwhile services to accrue to our county and its people as this project is initiated and developed. We see enhanced opportunities for our citizens to gain access to informational, educational, and cultural topics previously foregone due primarily to distance from such activities and resources. We have as high a proportion of lifelong learners here as in most urbanized areas and see this project as enabling them to self-initiate new forms of learning. We are convinced that availability of these informational and communication technologies will allow more non-credit activities as well as credit and certification courses and programs. This latter point is particularly important as relatively few programs of this nature are available locally and the university is 100 miles distant.

As the computer age descends upon us and as information becomes more available through sophisticated communication technologies, we are going to see situations where this new literacy is not just voluntary, but imperative to progress and success. Libraries have always been our store of knowledge and information and this proposed project stands out as the logical progression and rational approach to take in bringing this new literacy to our rural areas. Our Carbon County Library system has an excellent record of innovation, professionalism, and a commitment to demonstration that can only serve to strengthen this proposed program. Again, we fully support this proposal and stand ready to offer any assistance we may as the program is initiated.



ROBERT F. KONRATH, Chairman
Carbon County Planning Commission

Converse County
Human Resource Council

127 North 5th
Douglas, Wyoming 82633

January 6, 1982

To Whom It May Conern:

In May of 1981, the Converse County Human Resource Council submitted a letter in support of the Rural Community Learning and Information Services Program. At this time, I would like to re-iterate that support.

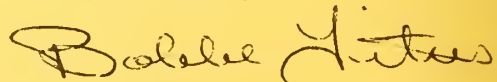
The Human Resource Council is a county-wide organization composed of some 25 human service-related agencies including local government, education, health care, day care, clergy, senior citizens and state agencies. The Council as a whole heartily supports the program and its goals.

The applications of this program would be numerous, as stated in our previous letter. All of our member agencies could benefit from the enhancement and provision of new informational resources not currently available to us.

Douglas and Glenrock are relatively isolated from major population centers. This results in delays in obtaining necessary information through traditional channels. Dissemination of new regulations governing member agencies, as well as training and career enhancement normally involve traveling to central locations to obtain the services. This results in travel expenses as well as inconvenience to the employee to have to leave Town.

The tremendous potential for so much more useful information at our fingertips is a very exciting prospect. The Human Resource Council urges the implementation of this program in order to increase our ability to effectively provide necessary services to the people of Converse County.

Respectfully,



Bobbe Titus
Chairperson

Member Agencies of the Converse County Human Resource Council:

County Planning Office
Town of Douglas
Town of Glenrock
School District #1
School District #2
Community Education
Converse County Library
Agriculture Extension
Converse County Memorial Hospital
Converse County Health Department
Eastern Wyoming Mental Health
Douglas Day Care
Converse County Child Care
Douglas Clergy Association
Converse County Coalition Against Family Violence
Converse County Group Home
Douglas Senior Citizens Center
Glenrock Senior Citizen Center
Department Public Assistance/Social Services
Probation and Parole
Job Service
Vocational Rehabilitation

To whom it may concern:

As a fourth grade teacher and team coordinator of a gifted and talented program, I feel that the Intermountain Community Learning and Information Services Project would be a valuable asset in all areas of our educational community.

The need for information in any school setting is great and the needs of those in a rural setting are compounded by inaccessibility of many educational services that may be available in large urban areas.

The services included in the proposed grant will be a good resource for students, and will especially serve as a challenge for those in a gifted and talented program.

Teachers will also benefit from this grant. We need to be recertified periodically, however, the time and distance involved in obtaining University credits is arduous. The grant would save us time and money in addition to providing us the opportunities to take courses locally and to become more proficient in our particular fields.

Again, I feel that the grant would be a benefit to all of us in this school community.

Kim E. Basel

JOHN R. PEXTON, Chairman
GORDON TAYLOR, JR., Member
H.W. TURNER, Member

County of Converse

TELEPHONE 358-2061 OR 358-2244 (AREA CODE 307)
DRAWER 990

DOUGLAS, WYOMING 82633

January 24, 1983

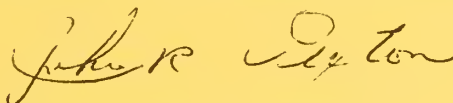
Converse County Library
Douglas, Wyoming 82633

Dear Sirs:

We the Board of County Commissioners will extend to you our support with the Rural Libraries as Community Learning and Information Centers. We feel this would be a beneficial service to our community.

Sincerely,

BOARD OF COUNTY COMMISSIONERS



John R. Pexton, Chairman

JRP/slh

Converse County Library

BOX 570

DOUGLAS, WYOMING 82633

January 24, 1983

Dr. Betsy Peters
University Station
University of Wyoming
Laramie, Wyoming 82070

Dear Dr. Peters:

The Board of Trustees of the Converse County Library offers its full support of the "Rural Libraries as Community Learning and Information Centers" project. We feel that the projects' endeavor to bring more cultural, educational, and informational resources to our rural community is most certainly worthwhile, and we will back up our library and its staff in its involvement in the project.

We look forward to the implementation of the program.

Sincerely,

Oscar W. Strange Pres.

Converse County Library
Board of Trustees

To Whom It May Concern:

The Hanna Basin Historical Society would like to lend its support to the Intermountain Community Learning and Information Services Project.

As a member of the Carbon County community we often see Hanna residents unable to complete learning goals due to time and distance involved in getting to a place where there are available facilities and programs. In addition to the unfulfillment of learning goals is the lack of informational resources, and again, the time it takes to receive them.

We believe that the Informational Services and Community Learning project would go a long way in alleviating these problems and strongly recommend the inception of the program.

Sincerely,

The Hanna Basin Historical Society
P.O. Box 768
Hanna, Wy. 82327

CARBON
C
O
U
N
T
Y



HANNA-ELK MOUNTAIN MIDDLE SCHOOL

ROBERT T. OWENS, PRINCIPAL
300 2ND STREET, BOX 570
HANNA, WYOMING 82327
[307] 325-9438

January 4, 1983

To: Whom It May Concern

From: Robert T. Owens, Principal

Re: The Project: Intermountain Community Learning and Information Services

I would like to wholeheartedly lend my support to the Hanna Town Library participating in the Intermountain Community Learning and Information Services Project. As a local educator, I more than realize the significance of having a well-equipped library, especially in a rural community such as ours.

A rural public library indeed plays a central role in our society as a storehouse of information which can serve human and societal needs. Self-directed learners especially profit from the experience of attending an updated modern facility equipped to meet the needs of today's changing world.

This unique innovation in rural development to shore cost-effective utilization of telecommunications and information services would be a project in demand in Hanna. A Community Learning and Information Center would promote formal and informal educational programs for Hanna residents isolated by great distance from the resources available in large cities.

County Economic
Development Committee

December 29, 1982

TO WHOM IT MAY CONCERN:

The Carbon County Economic Development Committee would like to extend their endorsement of the information and communication technologies project proposed to be instituted in the Rawlins branch of the Carbon County Library. As we understand it, this project would serve rural areas without such facilities available in four intermountain states. Our reading of the proposal indicates a commitment to a community based organization sensitive to local needs, which we believe is vitally important to the success of this undertaking.

Our Committee is dedicated to bringing new jobs to Carbon County. As such, we become concerned with quality of life issues as well as available training and educational opportunities for the county's residents. Often, major factors in a company's willingness to locate here are availability of trained workers, as well as opportunities for transferred company workers to continue their and their families' education. We see this project as offering a new opportunity for our economic development efforts in the form of post-secondary education for job training. In fact, the federal Office of Technology Assessment recently released a report voicing concern "that a significant social, economic, and political gap could develop between those who do and those who do not have access to, and the ability to use, information systems". This is a real concern to us in the rural areas where these systems are not readily locally available.

We firmly believe that this program will bolster the attractiveness of our community and county in general when viewed by companies looking for a place to locate.

Aside from new companies, certainly existing businesspersons, teachers, and rural health professionals will profit from the institution of this program as it brings current technologies utilized by our urban peers to our rural areas.

This project will provide effective community resources to serve the current and future needs of our local citizens. Its initiation will offer our Committee an important and invaluable tool in attracting jobs to our county. We give it our highest endorsement.

Chuck Beasel

CHUCK BESEL, Chairman
CCEDC

CARBON COUNTY PUBLIC LIBRARY

RAWLINS, WYOMING

December 28, 1982

To Whom It May Concern:

The Board of Trustees of the Carbon County Library definitely give their full support for the Intermountain States Tele Communication and Information Technologies project, proposed by the Western Rural Development Center.

Rawlins is so isolated from any Institution of Higher learning that it is almost impossible for an adult to pick up a few hours of needed courses or information.

We feel this will be an asset to the people of Carbon County.

Sincerely,



Leonard Clark
Chairman of the Board
Carbon County Library

LC:ezb



City of Rawlins Wyoming

December 17, 1982

Mrs. Bess Sheller
Carbon County Public Library
Carbon Building
Rawlins, Wyoming 82301

Dear Mrs. Sheller:

Please consider this as a letter of support for the Community Learning and Information project. It seems the program has several very important goals. Certainly, one of the critical disadvantages of living in a rural community is the isolation from major information and learning centers. This program will fill a portion of that void.

Considering this project from the point of view of our Department, there may very well be areas that we can take advantage of. Depending on the needs and interests of the community, this type of program could possibly be used in conjunction with certain recreation activities.

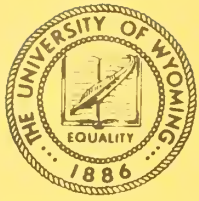
Again, this project has my total support. If there is any way I can be of assistance, don't hesitate to contact me.

Respectfully,

A handwritten signature in dark ink, appearing to read "Robert W. Gibson". The signature is fluid and cursive, with a large initial "R" and "G".

Robert W. Gibson, Director
Department of Parks and Recreation

RWG/sdb



University of Wyoming

School of Extended Studies & Public Service
College of Education

Room 393 Carbon Building
307/328-2642

Donna Connor
Field Representative
P.O. Box 336
Rawlins, Wyoming 2

December 20, 1982

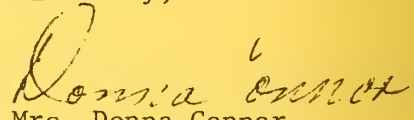
To Whom It May Concern:

I am writing to support the participation of the Carbon County Public Library in Rawlins, Wyoming in the Intermountain Community Learning and Information project.

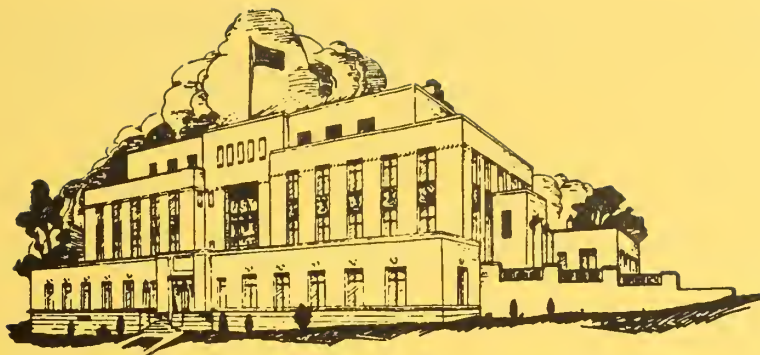
As a representative for the University of Wyoming in Rawlins I organize and supervise extension courses as part of my job. I am aware that there exist some needs that cannot be met by traditional course offerings. I believe that these needs, in part, could be met through creative use of media and through computer assisted instruction.

As a user of the library, I could greatly benefit from data-base information. I have attended meetings about this project for over two years, and I am strongly supportive of the potential that exists for us living and working in Rawlins.

Sincerely,


Mrs. Donna Connor
Field Representative

ERT GRIEVE, Chairman
EMIL T. LEMICH
MARTIN McMAHON



MARY G. BRADFORD
COUNTY CLERK

Commissioners of Carbon County

Rawlins, Wyoming 82301

December 29, 1982

To Whom It May Concern:

The Carbon County Board of Commissioners wishes to express their support for the intermountain states telecommunication and information technologies project proposed by the Western Rural Development Center. We are aware of the impact computers and associated communication technologies are having on our world today, and believe that their application to rural areas such as ours will offer the public opportunities heretofore closed to them. We have computers in some of our county's schools, even down to the elementary grades, but no access for businessmen of various professions, or for lifelong learners to learn to operate and utilize these devices.

The Rawlins branch of our county library system is particularly well-suited to participate in this program. Its staff is highly professional, its activities well attended, and there is existing space to develop the program. Part of the reason we have not seen computers and associated technology expand to our rural areas is simply marketing decisions. The nearest computer stores are at least two hours from Rawlins. In the winter, roads are often bad or may be closed for periods of time that severely impede travel to a computer store or to facilities at a university.

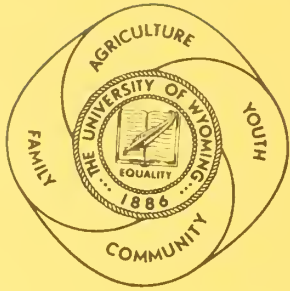
In closing, we believe that the potential linkages this project offers will prove a boon to business, commerce, and intergovernmental relations. We urge your serious consideration of this proposal.

ROBERT GRIEVE, Chairman
Carbon County Board of Commissioners

FA/RG:djb

AGRICULTURAL EXTENSION SERVICE

College of Agriculture, University of Wyoming, and U.S. Department of Agriculture Cooperative



Carbon County Extension Office

Carbon Building

P.O. Box 280, Rawlins, Wyoming 82301

Phone: (307) 328-2622

January 4, 1983

To Whom It May Concern,

The Carbon County Extension Office Staff is highly supportive of the Library Information and Learning Center proposal. We see the public library becoming a learning center with a delivery system to expand formal and informal educational opportunities for the entire county.

Rural residents need and want resources which are not now readily accessible in the community. In addition, we as an Extension staff would use the information and facilities provided through this project for increased programming and improvement opportunities.

Thank you for your consideration.

Sincerely,

Mary Gruenewald

Mary Gruenewald

University Extension Agent
Home Ec & CD

Becky von Forell

Becky von Forell

University Extension Agent
4-H & CD

Randy L. Anderson

Randy L. Anderson

University Extension Agent
Agriculture & CD



STATE OF WYOMING

ED HERSCHLER
GOVERNOR

Wyoming State Library

SUPREME COURT AND STATE LIBRARY BUILDING

CHEYENNE, WYOMING 82002

WAYNE H. JOHNSON
STATE LIBRARIAN

KEN RICHARDSON
BOARD CHAIRMAN

December 21, 1982

Betsy R. Peters
P. O. Box 3274, University Station
Laramie, WY 82071

Dear Betsy:

It gives me great pleasure to formally give my support for the Rural Community Learning and Information Services Project as outlined on the grant document given me on December 17, 1982. The Wyoming State Library pledges our support in the project if it is successfully funded.

This agency is very willing to furnish supportive services to the two county library systems participating in the Rural Communities Learning and Information Services Program. Both the Carbon County Library System and Converse County Library System are excellent choices for information services to rural citizens. They have histories of public service to their citizens. I know that the staff and governing boards will support and work hard for success.

The State Library is willing to furnish a choice of services to the two county library systems. Most if not all of these are currently being done. We will give consulting services as requested by staff or governing boards. We will furnish needed documents or find locations as requested through the Wyoming Interlibrary Loan network. I will be more than happy to extend any other assistance they feel needed.

This project will be invaluable to all the libraries of Wyoming. It will also help any libraries in other states who serve rural clientele. I don't expect to see all components developed and tested to be outstanding successes. I do feel it is necessary for someone to pioneer all potential areas in order to find out what is successful and equally as important, which is not. I anticipate other libraries making program budget decisions based on the experiences of this project. My staff and I will continue to work with you as necessary.

I look forward to implementation.

With warm regards,

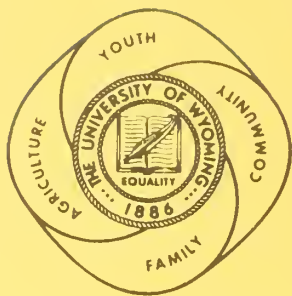
A handwritten signature in dark ink, appearing to read "Wayne H. Johnson".

Wayne H. Johnson
State Librarian

cm

AGRICULTURAL EXTENSION SERVICE

College of Agriculture, University of Wyoming, and U.S. Department of Agriculture Cooperation



February 3, 1983

State Office
Agriculture Building
Box 3354, University Station
Laramie, Wyoming 82071
Phone: (307) 766-XXXX

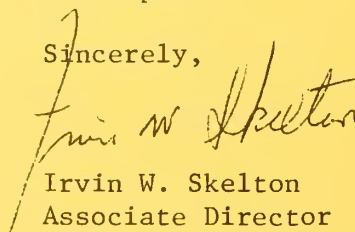
To Whom It May Concern:

The Wyoming Agricultural Extension Service endorses the Intermountain Rural Community Library Information Project. The Extension Service has a long tradition of working to achieve an efficient agriculture and improvement of the rural home and community.

As we plan ahead, the application of telecommunications and informational services linking the rural learner to local, regional, and national information networks is complementary to our long-range goals. We have had five years experience with the AGNET system and have a statewide network in place. Currently, Extension offices are moving toward microcomputers for teaching decision making and providing information.

We view the opportunities of joining in with community libraries as a means to increase the efficiency of educational program delivery. We support the concept of the local advisory boards guiding program development. We offer access to our knowledge base with the university-based Extension faculty and regional networks in agriculture, home economics, youth, and community resource development.

Sincerely,


Irvin W. Skelton
Associate Director

RRF/lde





THE UNIVERSITY OF WYOMING

SCHOOL OF EXTENDED STUDIES
AND PUBLIC SERVICE

LARAMIE, WYOMING. 82071

February 4, 1983

Dr. Arlon E. Elser
Program Director
W.K. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49016

Dear Dr. Elser:

Wyoming has only one four year institution of higher education, the University of Wyoming in Laramie. Since its founding, the University, as a land grant university, has had as part of its mission the enrichment of the quality of life of the people of the state of Wyoming by engaging in service and extension activities.

The School of Extended Studies and Public Service offers extension classes (both credit and non-credit) and provides additional services and continuing education for business and industry, professionals, public officials, schools, mental health agencies, and offers support for the arts and humanities. Naturally we are interested in better means of delivery of education, information, and services to the people of our State.

The administration of the University supports the concept of the Rural Learning and Information Centers and the submission of the grant proposal to the funding agency. Representatives from this School, from agricultural extension, and from our main library and science library have worked with representatives from our participating communities (Rawlins and Douglas) in formulating the plans for the Centers.

I, personally, have some reservations about the project, which are mentioned in the attached letter. I'm particularly concerned about the resources required to continue the project after the outside funding ends.

Sincerely,

John Christopher
Dean



THE UNIVERSITY OF WYOMING

SCHOOL OF EXTENDED STUDIES
AND PUBLIC SERVICE

LARAMIE, WYOMING. 82071

February 4, 1983

Dr. Arlon E. Elser
Program Director
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49016

Dear Dr. Elser:

My reservations, while obviously not shared by the group developing the proposal, seem worth mentioning.

The expectation of continuing financial support for the learning centers simply springing from the grass roots seems overly optimistic. It is highly unlikely that rural communities can expect local businessmen, professionals or the public to fund the centers.

The overall cost of the pilot project seems extremely large, especially in relation to the number of sites and the expected benefits.

The learning centers would duplicate, and possibly compete with, existing resources in at least some of the communities.

Finally, I think the publicity relating to the technological delivery of education/information most likely exceeds the actual effectiveness of both the delivery and the enthusiasm with which it's received. I really question the likelihood of heavy use of the services outlined in the proposal, which gets back to the question of cost per site. And that gets back to my first concern of the grass roots support for future funding.

I appreciate the opportunity for the "minority" comment.

Sincerely,

A handwritten signature in cursive script that reads "John Christopher".

John Christopher
Dean

CARBON COUNTY PUBLIC LIBRARY

RAWLINS, WYOMING

A task force met recently with Dr. Betsy Peters of the University of Wyoming and Kathleen Darcy of the State Library to consider the proposal entitled, Feasibility Study to Investigate the Rural Public Library as Information and Learning Center in Impacted Western Rural Communities. Attending the meeting were Donna Connor, University of Wyoming Field Representative; Vicki Genoff, Agricultural Extension Office; Bess Sheller, Head Librarian of Carbon County Library; Merna Painter, Avis Largo, Librarians; and Dixie Lee Larson, Library Board member.

After discussion of the above proposal, there was unanimous agreement that the Carbon County Public Library and surrounding community should be considered for acceptance as a target area for this pilot project. Carbon County has the largest number of incorporated communities in the state.

One particular advantage for selecting Carbon County is that persons attending this initial meeting represented interested and concerned agencies/resources who have a past record of cooperation. In addition, they will soon have offices in close proximity and have already pledged their willingness to share facilities and information. For example, the Agricultural Extension Office has expertise in the use and operation of the computer system, AgNet, and its existing programs could possibly be used as building blocks for broader computer programs subsequently purchased by the library under the auspices of this project.

The Carbon County Public Library has repeatedly, in its presentation of innovative programs, shown itself to be aware of educational and cultural needs within the community. It has co-sponsored such programs as Great Decisions, the American Short Story Film Series, and various writers' work shops. It is currently helping to develop an Oral History Series for the County.

That these programs have been beneficial to the rural setting of Carbon County communities is evident. But it is also evident that much more can be done within the community and the surrounding area--many more needs exist. The growth that Carbon County is already experiencing suggests that the impacted situation of the whole county is likely to become even more serious in time to come. The problems inherent in this expansion present challenges to educational and cultural resources already in existence and call for exploration into how these problems may be resolved.

One factor that adversely affects most of the population is the considerable distance between towns and the difficulties that arise from this isolation. Telecommunications equipment could effectively help to minimize this problem.

CARBON COUNTY PUBLIC LIBRARY

RAWLINS, WYOMING

Certain educational needs of the community, many of which could be well met by the use of advanced technology, were identified at this meeting. These include:

- (1) training and education programs (such as engineering, medical technician training, nursing education, English as a Second Language)
- (2) telecommunications equipment in the form of a videotape projector and screen (An additional resource in Carbon County is the Instructional Media Center from which videotapes could be obtained)
- (3) a computer terminal and programs
- (4) means to expand the rural library network (Carbon County has 7 branch libraries: Dixon, Elk Mountain, Encampment, Hanna, Medicine Bow, Saratoga, Shirley Basin and Sinclair; and one library station at Cathy Gardens in Rawlins.)

In order to utilize any monies made available for purchasing and operating such technological equipment, funding would also have to provide for at least part-time personnel to set up and carry out the proposed programs.

The Carbon County Public Library Board endorses the concept of the library as an information and learning center and requests to be considered as a recipient for the funding to implement programs such as those listed.

SELECTED LETTERS OF SUPPORT

CONTROL DATA

8100 34th Avenue South
Mailing Address/Box O
Minneapolis, Minnesota 55440

Ralph J. Thomson
Vice President
Government Affairs

March 9, 1983

Dr. Glenn R. Wilde
College of Humanities, Arts and Social Sciences
UMC07, Utah State University
Logan, Utah 84322

Dear Dr. Wilde:

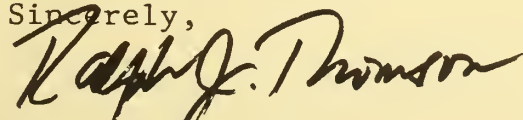
Your group's plans for the development of Intermountain Rural Community Learning and Information Centers have met with wide approval here at Control Data. We, too, are aware of the need for cost-effective, accessible and efficient services for America's presently underserved small communities. We agree with you that the public, private and academic sectors must join in working partnerships to accomplish such a goal.

It became apparent during your visits here that there are a number of areas (e. g., agriculture, education and training, local government management, information/data base) where your needs and the capabilities of for-profit private enterprises coincide. Control Data's Executive Office and key managers have agreed to explore with your group ways that we might serve as a supplier of appropriate equipment, software and program materials to the project. Within this agreement-in-principle, each group would be responsible for the prices, terms and conditions governing release of their respective products and services.

Once on-site, these products and services could be made available for distribution by the eight community centers in Montana, Wyoming, Colorado and Utah presently foreseen as participants under the Kellogg Foundation proposal.

Again, we strongly endorse your approach and wish you success in your application to the Kellogg Foundation and in obtaining support from the affected state governments and local communities.

Sincerely,



Ralph J. Thomson
rb

cc: Dr. Russ Youmans

660 South 200 East, #490
Salt Lake City, Utah 84111



Mountain Bell

Dr. Glen R. Wilde
Associate Dean
Utah State University
Logan, Utah 84322

Dear Doctor Wilde:

Ed Snyder has shared with me your letter and information concerning your Learning/Information Center project. We, at Mountain Bell, are extremely interested and committed to working with you in whatever capacity is appropriate as you move forward into the development and implementation of this project. We are committed to providing top quality communications through our extensive communications network and to bringing the latest technology and service to bear to meet the needs of our customers.

We view your efforts in advancing the Learning/Information Center concept as being consistent with our objectives. We will be pleased to support your project with whatever technical and networking expertise we can supply. Additionally, Ed Snyder, your account executive, can provide any marketing assistance, price comparisons, or system technical references that might be appropriate.

Good luck to you in securing authorization to proceed with this project. Please let us know of what additional information of support we can provide.

A handwritten signature in cursive script, reading "Vince Bradshaw", followed by a horizontal line.

VINCE BRADSHAW
Division Marketing Manager
Utah Business Sales

VB:eh 4987

Copy to: Ed Snyder
Account Executive



**National Commission
on Libraries and Information Science**

16 March 1983

Dr. Arlon E. Elser
Director of Education Programs
W. K. Kellogg Foundation
Battle Creek, Michigan 49016

Dear Dr. Elser,

The National Commission on Libraries and Information Science (NCLIS), a permanent independent agency charged by law with advising Congress and the President, supports the program, goals and objectives of the Intermountain Community Learning/Information Services (ICLIS) project. This innovative project seeks to strengthen rural libraries in four intermountain states in order to meet the information needs of rural residents. I am writing to urge the W. K. Kellogg Foundation to provide financial resources for this most significant cooperative effort.

Since my appointment to the Commission and its Chairmanship this past October, I have learned a great deal about Commission programs and areas of emphasis. It has been a real pleasure to learn more about the National Rural Information Services Development Program (NRISDP) and the ICLIS project, which is so integral to the program.

It is rare to encounter a project like ICLIS which has been so carefully thought out and which has so much potential for positive results for a large segment of our population. Rural America has lagged far behind the rest of our country in available library and information services. Little could be done in the past to change this situation because of the vast distances and the dispersion of rural communities and people. If it were not for the magnificent work of the Cooperative Extension Service, the situation undoubtedly would have been worse. However, it is now time for two great American institutions, the public library system and the Cooperative Extension Service, to work together to establish unified community facilities that can serve the varied information needs of local governments, businesses, public institutions and individual citizens.

It may be helpful to briefly summarize the history of the Commission's interest and involvement with ICLIS, if only to emphasize that our endorsement of the project has been constant from the day of the Chicago Commission meeting, April 10, 1981, when Dr. Glenn Wilde and

Dr. Dick Haycock of Utah State University briefed NCLIS about the Intermountain program and its plan to establish local community learning/information centers in the region. I, of course, was not a member of the Commission at that time, but I am grateful to my predecessor, Mr. Charles Benton, for accepting the recommendation of a Department of Agriculture employee -- now on our staff -- to provide time on the Commission's agenda for the Intermountain spokesmen.

Although the Commission has made it a practice since its beginning in 1971 to listen to representatives of various library and information constituencies, there was something unique about the story that Drs. Wilde and Haycock told. It was a story about the problems of rural communities in the Intermountain region. It was about the sudden expansion of populations as a direct result of a national crisis, such as the energy crisis, and contraction after the crisis had passed. It was a story about isolation. It was a statement about the need for information centers in the local communities and a clear explanation of how these centers would be used to help community leaders, professional people and others to cope with modern complexities. Above all, it was a statement about a grass roots, bootstrap program and a request to NCLIS to bring national attention to the need for social, technical, medical, legal and business information in rural communities.

The Commission is mandated by the Congress to give special attention to the library and information needs of rural America. We are committed to this effort, and the NRISDP program is one of our most important priorities. The United States Department of Agriculture has reinforced its own commitment to this program by detailing the former Executive Officer of the National Agricultural Library to us for the next several years in order to provide the staff leadership needed for the effort.

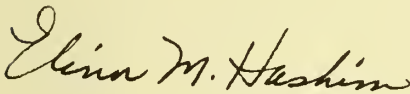
NCLIS has the primary responsibility to develop and recommend overall plans that will assure adequate library and information services for the people of the United States. It also is authorized to report to the President and the Congress about the gaps that exist, and programs and projects which can eliminate these gaps. Many projects come to our attention every year, but, in our opinion, the ICLIS Project is an outstanding one, for a number of reasons.

Most importantly, the ICLIS project leaders have focused from the very beginning on the needs of the local communities in the Intermountain region and have never let go of this approach. They have recognized that the user cannot be expected to cope with the variety

of systems and information providers now available. They insist that a locally managed center is essential if technical and societal information is to be brought into rural communities to be used by the people. In other words, the coordination of resources and their allocation must be a local activity. Also noteworthy is the cohesiveness that has been maintained among the project participants from the beginning. After five long years of community needs assessment studies and planning, they and their institutions appear to be unshaken in their goals. The Commission has been equally affirmative and constant in its support of ICLIS because we believe it will become a model for regionally structured rural community information center systems throughout the country.

Eighty-two percent of our public libraries are in rural areas. They are underfunded and undersupported by their own communities and higher levels of government. Thus, they have not been able to be totally responsive to their constituents' contemporary needs. We believe that the combined efforts of the proposed Intermountain demonstration projects, the ICLIS leadership and the Commission's support will succeed in encouraging local leaders to change and innovate for the benefit of their citizens. We sincerely hope that the W.K. Kellogg Foundation will provide the necessary funds for this magnificent effort.

Sincerely,

A handwritten signature in cursive script, reading "Elinor M. Hashim". The signature is written in dark ink and is positioned above the typed name and title.

Elinor M. Hashim
Chairman



CooperativeExtension

of Washington State University

Washington State University
Pullman, Washington 99164

February 3, 1983

509/335-2511

Dr. Glenn Wilde
College of Humanities, Arts, and Social Sciences
Utah State University
Logan, UT 84322

Dear Dr. Wilde:

The Western Community Resource Development Committee is most excited with the prospect of your proposed project to increase the capabilities of rural libraries. We have followed the development of this project from the sidelines for the past two years, and we are convinced that it offers major opportunities for strengthening rural community development programs offered through Cooperative Extension. We plan to carefully monitor project developments and hope to provide software for this program activity early in its operation. We see tremendous potential for delivering many of Extension's programs through this innovative project.

Given the nature of Extension's community resource development program itself, we also see the opportunity to assist communities outside of the project area in developing this capability. Indeed, if we can assist in spreading the word, we would be most happy to work with you in the 13 western states and Guam. We certainly wish you well in this endeavor and want to convey our unanimous support in further developing the potential of rural libraries. We view the project as a collaborative effort between rural libraries and Cooperative Extension as they seek to bring a much richer educational-information base to rural communities in the western United States.

Sincerely,

Robert E. Howell
Extension Sociologist
Chair, Department of Rural Sociology
Chairman, Western Community Resource Development Committee

REH:ls

cc: H. A. Wadsworth, Administrative Advisor

